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ABSTRACT

This report contains four case studies on "skill ownership" demonstration projects that were conducted in Great Britain as part of the Youth Training Scheme (YTS) initiative. The aim of YTS is to develop a work force that is competent, flexible, and capable of adapting its skills to new and changing types of employment. The case studies outline projects in an insurance company and three YTS training sites. Each case study describes the training program, materials produced, methods of training, trainee response, and assessment of each project. A commentary section at the end of the report compares the four experiences, assesses progress of the projects, and suggests how successful the projects were in promoting "ownership of skills" and what changes might help in future projects. (KC)

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CASE STUDY

Information Bank Number 2086

CASE STUDIES ON THE IMPLEMENTATION OF TRAINING FOR SKILL OWNERSHIP

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1985

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Case Studies on the Implementation of Training for Skill Ownership

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TRAINING FOR SKILL OWNERSHIP, THE SKILL OWNERSHIP DEVELOPMENT PROJECT AND DEVELOPMENT WORK IN YTS

Supporting notes on the 'Background to the Skill Ownership Demonstration Project'

Following a process of research into the nature of the skills needed by young people entering employment, MSC was presented with the report 'Training for Skill Ownership' and subsequently the corresponding 'User's Guides'.

What the report said was that, within the aims of YTS, what really mattered was the achievement of COMPETENCE and that the trainees should come to 'own' their skills. The specially defined concept of SKILL OWNERSHIP was a way of contriving a formalised kind of skill transfer. In the documents competence and skill ownership were defined as follows:

> **"Competence" in this Guide is defined as the ability to USE knowledge, product and process skills and, as a result, act effectively to achieve a purpose.**

WHAT IS SKILL OWNERSHIP?

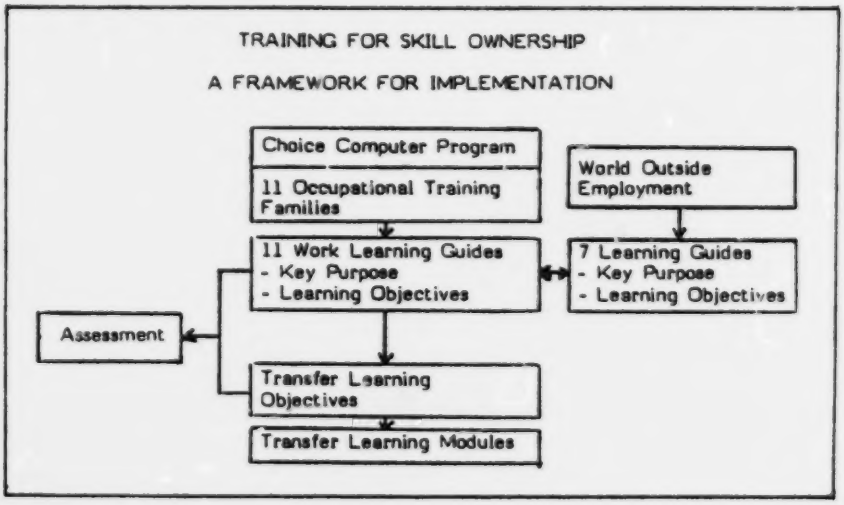
A person demonstrates skill ownership if (s)he:

(1) is competent to **perform effectively** in a real job

(2) can **find out what (s)he needs to know** in order to be able to perform effectively in an unfamiliar job within the same family

(3) can **redeploy** his/her competence to perform effectively in unfamiliar circumstances, in a job in the same family

Implementation, it was said, involved a number of tools or POLICY INSTRUMENTS all of which were strongly related to the concepts of competence and skill ownership.



The leading assertion was that there existed classes of jobs, each defined by a KEY PURPOSE which they had in common, in which the nature of the competence required was also common. The components of competence were similar among the jobs and were combined in the same sort of pattern. The classes of jobs were called OCCUPATIONAL TRAINING FAMILIES (OTFs). The pattern of competence for each OTF is illustrated by a WORK LEARNING GUIDE showing the relationship between the elements of competence in an ENTAILMENT STRUCTURE. The OTFs and the key purposes are listed on page 4, and examples of the Work Learning Guides most important in SODP are on pages 5 and 6.

The elements of competence in each Work Learning Guide can also generate LEARNING OBJECTIVES. Attainment of some of these, it was claimed, was less than readily transferable to unfamiliar situations. TRANSFER LEARNING OBJECTIVES were defined for such learning objectives, and TRANSFER LEARNING MODULES devised as an additional boost to transfer. An example of a Transfer Learning Objective and a definition of Transfer Learning Modules are shown below.

> For example, being
>
> 'Able to answer customer questions about products' (OTF 9)
>
> has an associated Transfer Learning Objective:
>
> 'Able to find out the characteristics of unfamiliar products which potential customers might want to know'.
>
> All the Transfer Learning Modules share the following characteristics:
>
> (1) The overall Transfer Learning Objective is explicit
>
> (2) At the heart of the modules are two lists:
>
> (a) 'What I need to be able to find out about the thing which is unfamiliar'
>
> (b) 'What I need to ask myself about where and how I can find out'

Training for Skill Ownership suggested that the development of Skill Ownership requires experience of using the components of competence in a variety of situations - say three. It thus reinforced a training practice of providing trainees with a variety of placements or assignments.

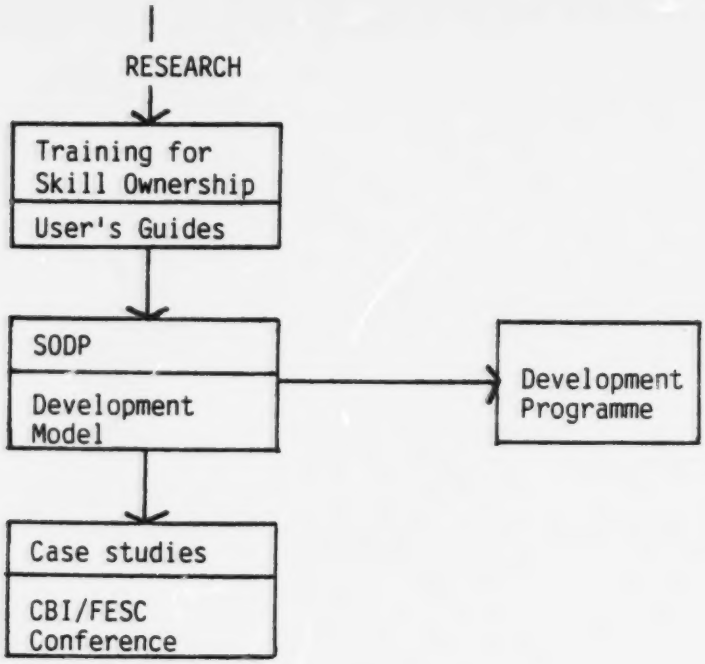
ASSESSMENT, outlined on page 7, tries to capture the demonstration of competence and skill ownership through activity in the workplace.

So, Training for Skill Ownership contained many exciting and potentially valuable ideas addressed directly to issues of YTS. The trouble was that both it and the User's Guides were research based documents with minimal implementation expertise provided. What then should be done? The problem was not the rightness of TSO, but how to do what was suggested.

The Skill Ownership Demonstration Project was set up to give some insight into the problem. Its aim was to "identify and explore issues of implementation arising when putting into operation the proposals set out in Training for Skill Ownership and the related User's Guides".

Projects were set up with ordinary managing agents to explore just what was feasible - what could scheme organisers and trainers do with TSO when they had schemes already up and running and all the usual pressures on time and resources. The projects were linked via a National Working Group which was the main forum for discussion of direction, problems and findings from the project leaders work back in their schemes. Three of the project leaders in the five schemes were employees of the managing agent prior to the project and were already deeply involved in the design and running of YTS.

The figure below shows the relationship between the original documents, outputs such as today's conference and the wider development programme in YTS.



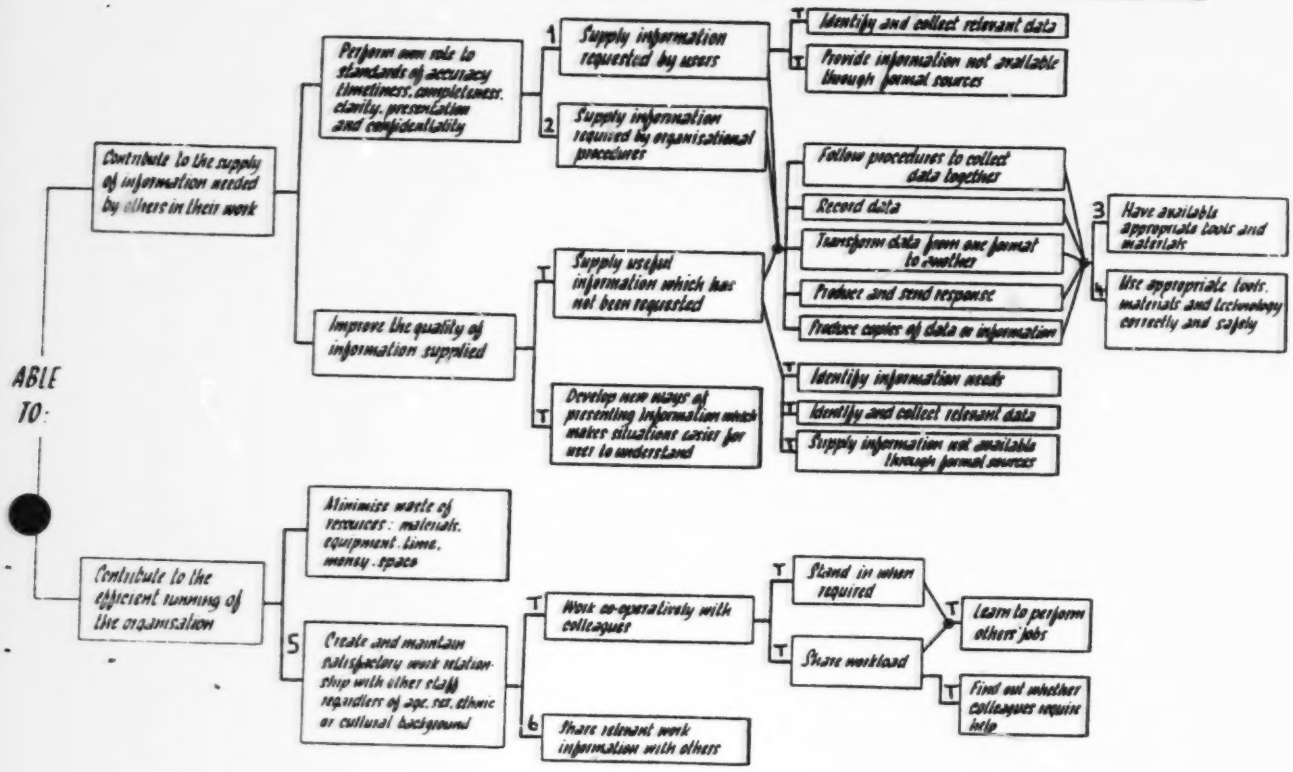
Now the point about today is certainly to let you see something of what has been going on in SODP. But there is more to it than that. We think that it is important to examine whether this kind of developmental activity is a useful sort of model and what other sorts of development would be useful.

OCCUPATIONAL TRAINING FAMILIES (OTFs) AND THEIR KEY PURPOSES		
OTF NO.	OCCUPATIONS	KEY PURPOSE
1	Administrative Clerical, and Office Services	Information processing
2	Agriculture, Horticulture, Forestry and Fisheries	Nurturing and gathering living resources
3	Craft and Design	Creating single or small numbers of objects using hand/power tools
4	Installation, Maintenance and Repair	Applying known procedures for making equipment work
5	Technical and Scientific	Applying known principles to making things work/usable
6	Manufacturing and Assembly	Transforming metallic and non-metallic materials through shaping, constructing and assembling into products
7	Processing	Intervening into the working of machines when necessary
8	Food Preparation and Service	Transform and handle edible matter
9	Personal Services and Sales	Satisfying the needs of individual customers
10	Community and Health Services	Meeting socially defined needs of the community
11	Transport Services	Moving goods and people

OCCUPATIONAL TRAINING FAMILY

WORK LEARNING GUIDE

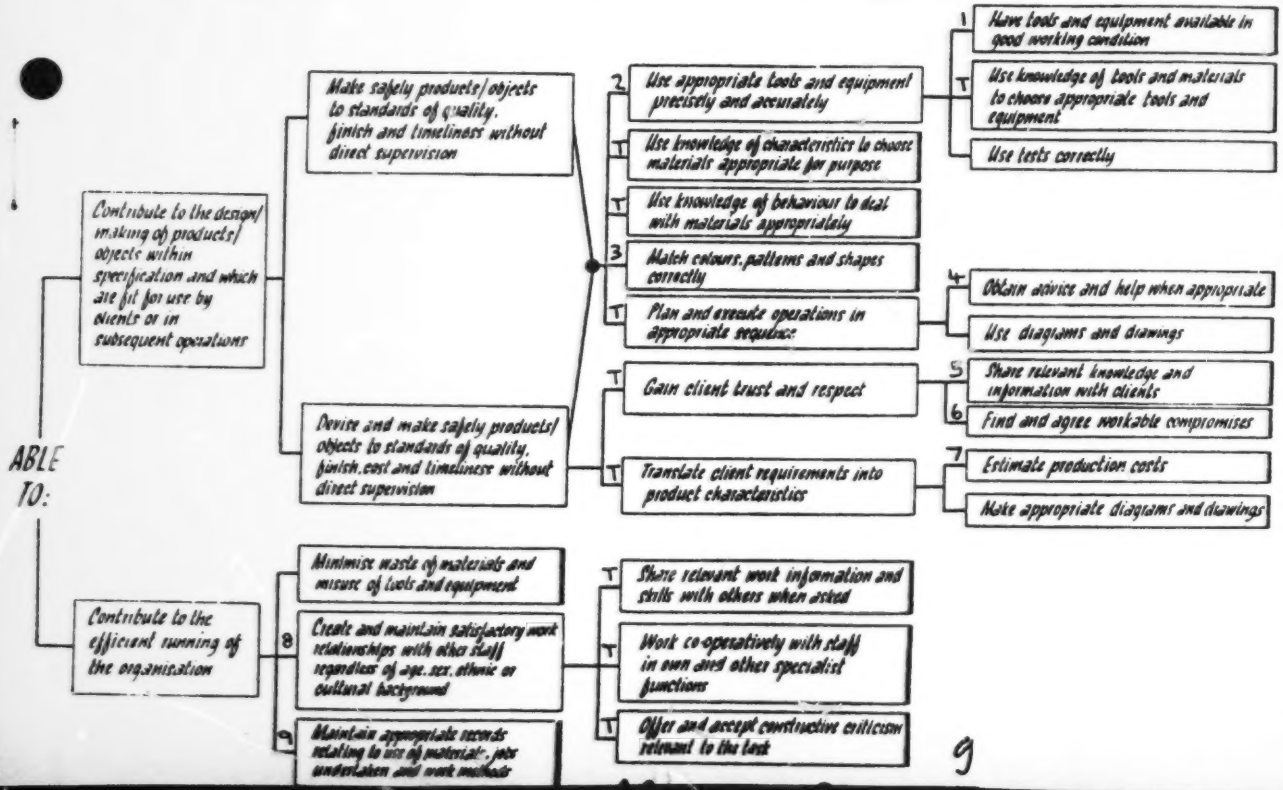
NO.	OCCUPATIONS	KEY PURPOSE
1	Administrative, Clerical and Office Services	Information processing


ABLE TO:
Contribute to the supply of information needed by others in their work
Perform own role to standards of accuracy, timeliness, completeness, clarity, presentation and confidentiality
Improve the quality of information supplied
1 Supply information requested by users
2 Supply information required by organisational procedures
T Supply useful information which has not been requested
T Develop new ways of presenting information which makes situations easier for users to understand
T Identify and collect relevant data
T Provide information not available through formal sources
Follow procedures to collect data together
Record data
Transform data from one format to another
Produce and send response
Produce copies of data or information
3 Have available appropriate tools and materials
4 Use appropriate tools, materials and technology correctly and safely
T Identify information needs
T Identify and collect relevant data
T Supply information not available through formal sources
Contribute to the efficient running of the organisation
Minimise waste of resources: materials, equipment, time, money, space
5 Create and maintain satisfactory work relationship with other staff regardless of age, sex, ethnic or cultural background
T Work co-operatively with colleagues
6 Share relevant work information with others
T Stand in when required
T Share workload
T Learn to perform others' jobs
T Find out whether colleagues require help

OCCUPATIONAL TRAINING FAMILY

WORK LEARNING GUIDE

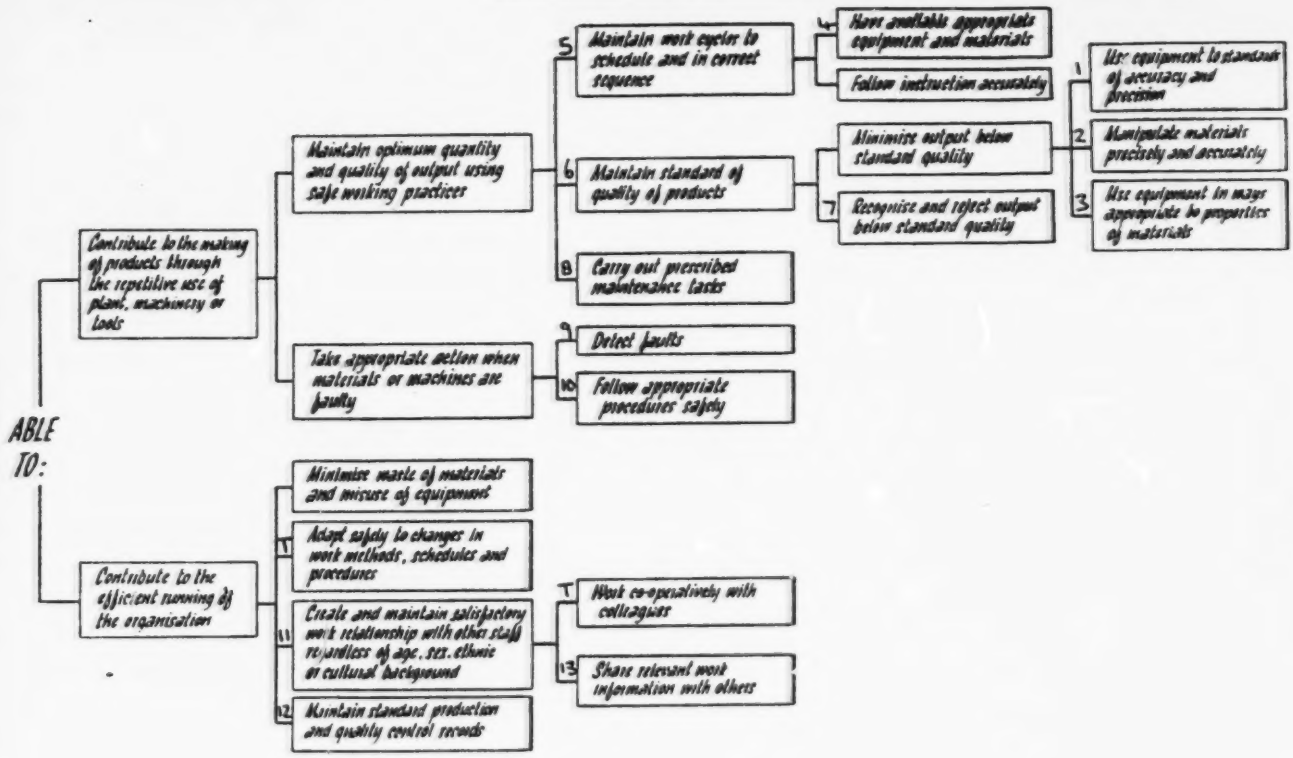
NO.	OCCUPATIONS	KEY PURPOSE
3	Craft and Design	Creating single or small numbers of objects using hand/power tools


ABLE TO:
Contribute to the design/making of products/objects within specification and which are fit for use by clients or in subsequent operations
Make safely products/objects to standards of quality, finish and timeliness without direct supervision
Devise and make safely products/objects to standards of quality, finish, cost and timeliness without direct supervision
2 Use appropriate tools and equipment precisely and accurately
T Use knowledge of characteristics to choose materials appropriate for purpose
T Use knowledge of behaviour to deal with materials appropriately
3 Match colours, patterns and shapes correctly
T Plan and execute operations in appropriate sequence
T Gain client trust and respect
T Translate client requirements into product characteristics
1 Have tools and equipment available in good working condition
T Use knowledge of tools and materials to choose appropriate tools and equipment
Use tests correctly
4 Obtain advice and help when appropriate
Use diagrams and drawings
5 Share relevant knowledge and information with clients
6 Find and agree workable compromises
7 Estimate production costs
Make appropriate diagrams and drawings
Contribute to the efficient running of the organisation
Minimise waste of materials and misuse of tools and equipment
8 Create and maintain satisfactory work relationships with other staff regardless of age, sex, ethnic or cultural background
9 Maintain appropriate records relating to use of materials, jobs undertaken and work methods
T Share relevant work information and skills with others when asked
T Work co-operatively with staff in own and other specialist functions
T Offer and accept constructive criticism relevant to the task

OCCUPATIONAL TRAINING FAMILY

WORK LEARNING GUIDE

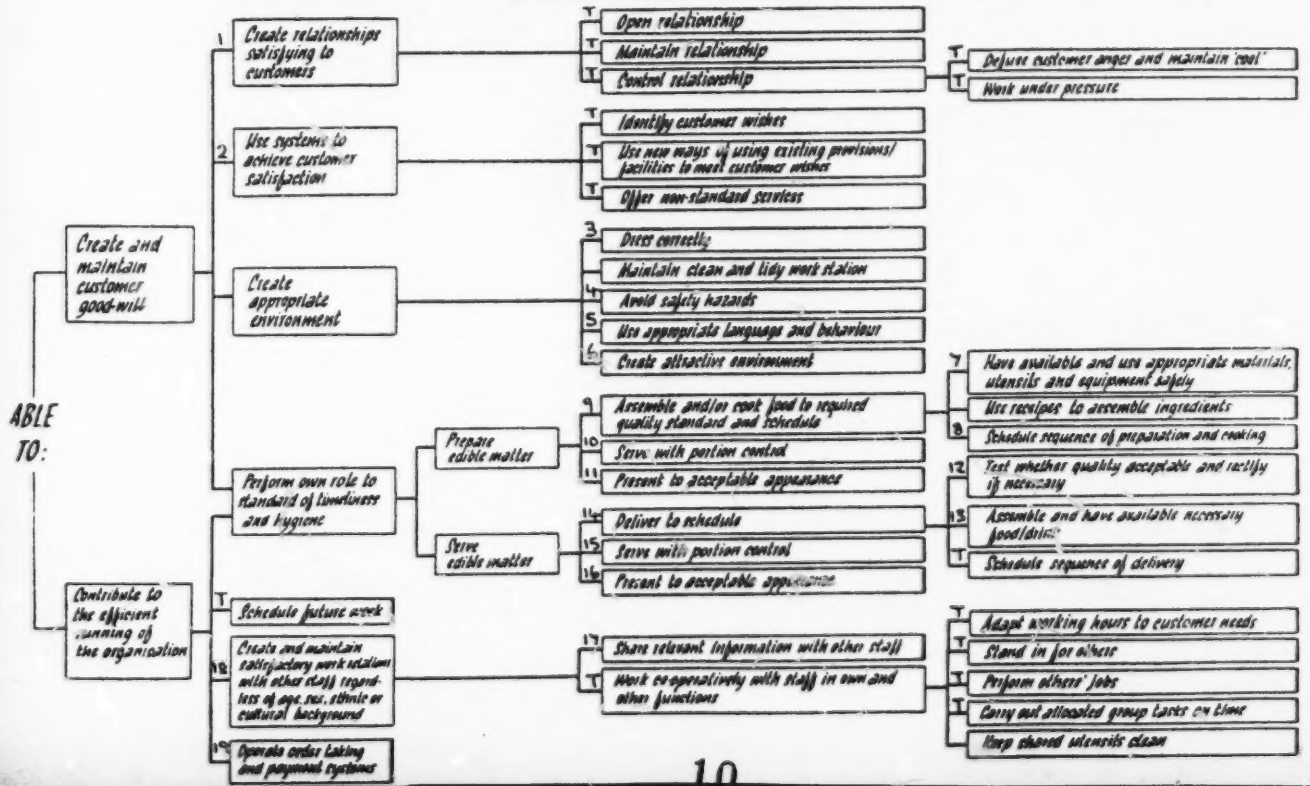
NO.	OCCUPATIONS	KEY PURPOSE
6	Manufacturing and assembly	Transforming metallic and non-metallic materials through shaping, constructing & assembling into products


ABLE TO:
Contribute to the making of products through the repetitive use of plant, machinery or tools
Maintain optimum quantity and quality of output using safe working practices
5 Maintain work cycles to schedule and in correct sequence
4 Have available appropriate equipment and materials
Follow instruction accurately
6 Maintain standard of quality of products
Minimise output below standard quality
7 Recognise and reject output below standard quality
1 Use equipment to standards of accuracy and precision
2 Manipulate materials precisely and accurately
3 Use equipment in ways appropriate to properties of materials
8 Carry out prescribed maintenance tasks
Take appropriate action when materials or machines are faulty
9 Detect faults
10 Follow appropriate procedures safely
Contribute to the efficient running of the organisation
Minimise waste of materials and misuse of equipment
Adapt safely to changes in work methods, schedules and procedures
11 Create and maintain satisfactory work relationship with other staff regardless of age, sex, ethnic or cultural background
T Work co-operatively with colleagues
13 Share relevant work information with others
12 Maintain standard production and quality control records

OCCUPATIONAL TRAINING FAMILY

WORK LEARNING GUIDE

NO.	OCCUPATIONS	KEY PURPOSE
8	Food Preparation and Service	Transform and handle edible matter


ABLE TO:
Create and maintain customer good-will
1 Create relationships satisfying to customers
T Open relationship
T Maintain relationship
T Control relationship
T Defuse customer anger and maintain 'cool'
T Work under pressure
2 Use systems to achieve customer satisfaction
T Identify customer wishes
T Use new ways of using existing provisions/facilities to meet customers wishes
T Offer non-standard services
Create appropriate environment
3 Dress correctly
4 Maintain clean and tidy work station
5 Avoid safety hazards
6 Use appropriate language and behaviour
7 Create attractive environment
Perform own role to standard of tidiness and hygiene
Prepare edible matter
9 Assemble and/or cook food to required quality standard and schedule
10 Serve with portion control
11 Present to acceptable appearance
7 Have available and use appropriate materials, utensils and equipment safely
8 Use recipes to assemble ingredients
8 Schedule sequence of preparation and cooking
12 Test whether quality acceptable and rectify if necessary
Serve edible matter
14 Deliver to schedule
15 Serve with portion control
16 Present to acceptable appearance
13 Assemble and have available necessary food/drink
T Schedule sequence of delivery
Contribute to the efficient running of the organisation
T Schedule future work
18 Create and maintain satisfactory work relations with other staff regardless of age, sex, ethnic or cultural background
17 Share relevant information with other staff
T Work co-operatively with staff in own and other functions
T Adapt working hours to customer needs
T Stand in for others
T Perform others' jobs
T Carry out allocated group tasks on time
T Keep shared utensils clean
19 Operate order taking and payment systems

SUMMARY OF ASSESSMENT

Purposes of Assessment	A final statement describing where a trainee has got to by the end of his/her traineeship.
Focus of Assessment	On-job performance in the workplace primarily whilst undertaking 'real' (as opposed to 'contrived') tasks.
Type of Assessment	Towards criterion (as opposed to norm) referencing, i.e. describing what a trainee can do with respect to a limited number of relevant and well-defined performance areas.
Performance Areas	Competencies drawn from the Work Learning Guides, at 3 levels of aggregation.
Mode of Assessment	Situational performance observation by reporting officers (viz. the trainee's supervisors), backed up by countersigning officers (viz. nominees of the Managing Agent).
Means of Presentation	Trainee performance profiles.
Performance Standards	Local standards within a national framework. Standards are external to the trainee, viz. come with the tasks (s)he is given to do.

Performance Descriptors

Level 3	CAN	Skills Deployment o reproduce o deploy o redeploy to an acceptable standard of performance
Level 3A	CAN DO	Transfer Learning Objectives
Level 2	CAN DO	Degree of Self-Reliance o directed o supported o encouraged o unaided to an acceptable standard of performance
Level 1 (optional)		General Attributes o willingness o confidence o drive o reliability
Level 1A (optional)		Learning Performance Characteristics

B

DRAFT

SKILL OWNERSHIP DEMONSTRATION PROJECT

Case Study on Implementation of Training for Skill Ownership in Stewart Wrightson

Prepared by George Hodges, Project Leader,
based on work carried out by December 1984

April 1985

The Company and YTS

Stewart Wrightson is an international insurance broker supplying insurance and financial advice and services. It has about 3,000 staff in total, its Kingston Bridge and City of London offices having 450 and 800 staff respectively.

The company's involvement in YTS began with discussion in joint CBI/British Insurance Brokers Association (BIBA) committees on the New Training Initiative. In 1982 MSC invited Stewart Wrightson to conduct a pilot YTS scheme. Given a tentative design framework, the company's task was to create a training programme to meet the broad aims of YTS.

From the start, the status of trainees (employed and non-employed) influenced the structure of training offered. Non-employees were to be given up to four different assignments each, though there was flexibility in the duration of each assignment according to individual needs and opportunities for learning.

The pilot was carried out without interference from MSC, although assistance was available when needed, and considerable discussions took place on topics such as certification and guidance as the project continued. The company consider that the design framework and the lessons learned from the pilot project have been continued through to the current training year. The original YTS pilot Manager is project leader for SODP and the Group Personnel Director is project director and a consultant within SODP nationally, in addition to being a member of MSC's Advisory Group on Content and Standards on behalf of CBI.

YTS proper had started (in April 1983) before the Stewart Wrightson pilot was completed. Based on its experience, the company approached BIBA, with a recommendation. Within what is now the BIBA scheme organised through MSC's Large Companies Unit (LCU), Stewart Wrightson is a sponsor. As it provides off-the-job training in-house as well as the work experience, it acts very much in the way that a single company Mode A Managing Agency does. It provides an integrated programme of education, broad-based training and supervised work experience lasting 50 weeks. The company sees YTS as a means of developing appropriate training for junior staff who are outside the scheme. But it also sees YTS as being unexceptional in the way in which it should fit in with staff development and training as part of the company's professional approach to international insurance broking.

Nature of involvement in SODP

Stewart Wrightson joined in SODP for three main reasons:

i The company's commitment to YTS;

ii Its involvement in the original IMS work on skill ownership;

iii The opportunity to find out if Training for Skill Ownership was a useful tool which could be incorporated into the Stewart Wrightson scheme;

The project also provided the project leader with an opportunity for personal development through being involved in a national development project.

In agreeing to take part in SODP, with trainees allocated to OTF 1, Stewart Wrightson decided that the project should not interfere with the current programme, but any additional training necessary would either be incorporated into the programme or done on an individual basis by George Hodges, the project leader. He was relieved of day-to-day responsibility for running the scheme. An additional full-time YTS manager was recruited. While staff were informed of the existence of the project, they do not have any responsibilities within it. Supervisors are involved in the discussions during assessment and counselling sessions. Their knowledge of the trainees' work assignments and abilities assists in checking entries which the trainees make in their workbooks.

The project leader was required to work to the project's aims within a contract agreed between Stewart Wrightson and MSC Quality Branch. Initial guidance on implementation was not given by MSC for several months, until the setting up of the National Working Group for SODP as a whole.

The trainees with whom the project leader is working are part of the 1984 intake. The scheme design was accepted by LCU before the intervention of the SODP work and was not specifically designed with Skill Ownership in mind. It was within this overall programme that issues of implementing Training for Skill Ownership for OTF1 were tackled.

Instruments for Implementing Training for Skill Ownership

It was felt that many of the concepts of Training for Skill Ownership were already dealt with in the Stewart Wrightson programme. For example, in Training for Skill Ownership, the focus is on outcomes. In the Stewart Wrightson scheme, the trainees are assessed on performance in real activities. In most cases the work assignments in the scheme fit into OTF 1. The learning objectives of the Work Learning Guide for OTF 1 are covered by the trainees' allocation to several work assignments, and this variety of work also creates opportunities for trying previously experienced activities in unfamiliar situations. It was therefore expected that use of the Work Learning Guide, for

example, would not show any essential deficiency in the programme but would prove to be an alternative way of describing it.

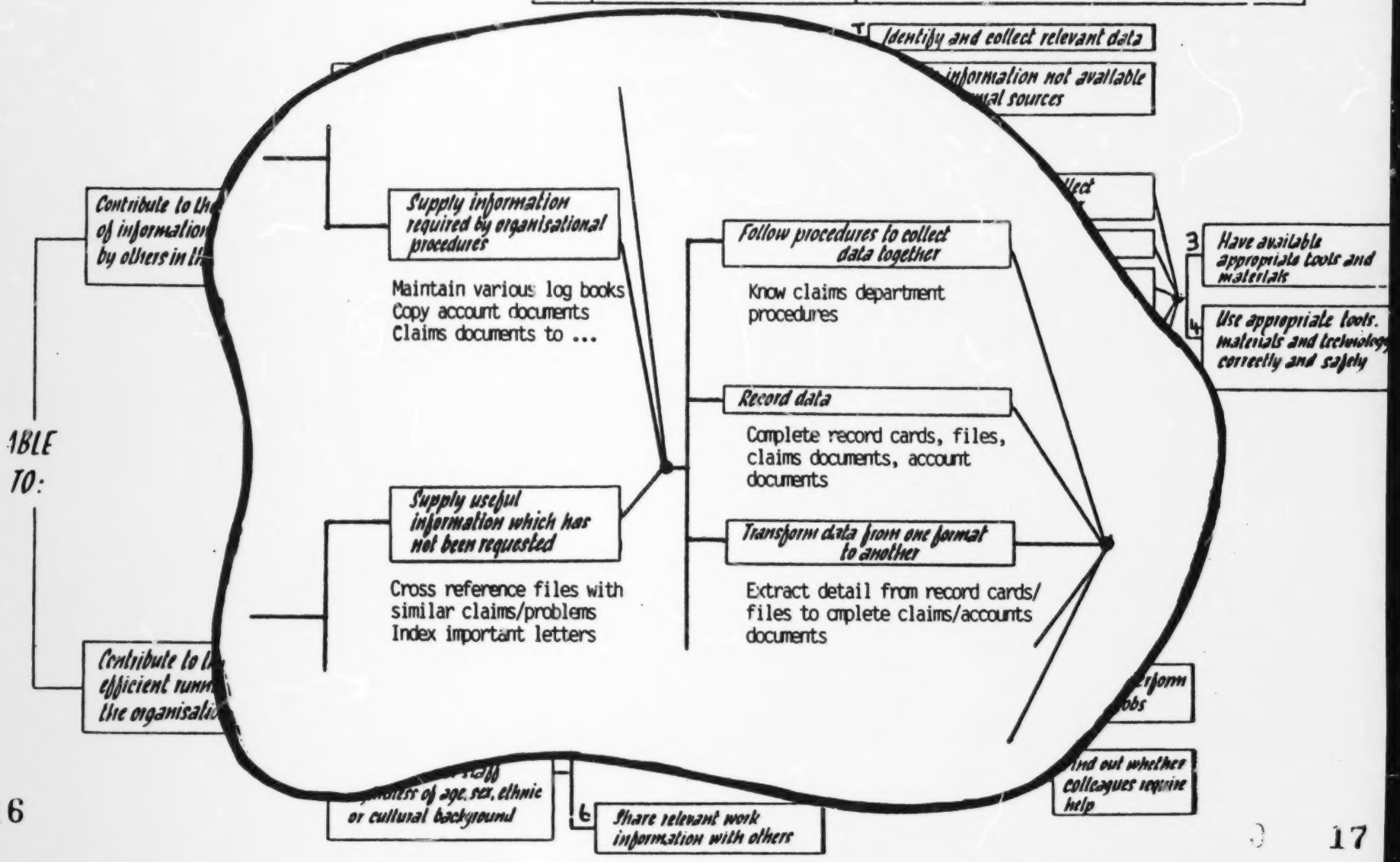
During the first few weeks of the project there was an attempt to allocate job descriptions to the Work Learning Guides. It was found that a trainee could not be expected during a single work placement to cover all the tasks and gain all the knowledge required in a full job description. Trainees' placements take them partially into several 'jobs'. The Work Learning Guide was seen as useful in enabling trainees to identify a kind of individual role description.

Instead of 'translating' the Work Learning Guide in terms of the jobs used in placements, the Learning Objectives were expanded in terms of trainees' roles in their placement, showing what aspect of OTF 1 competence was being used/developed, through what activities, and in what way these activities related to one another. Part of an expanded Work Learning Guide for a claims clerk is shown below:

OCCUPATIONAL TRAINING FAMILY

WORK LEARNING GUIDE

NO.	OCCUPATIONS	KEY PURPOSE
1	Administrative, Clerical and Office Services	Information processing


ABLE TO:
Contribute to the ... of information ... by others in th...
Contribute to th... efficient runn... the organisati...
Supply information required by organisational procedures
Maintain various log books
Copy account documents
Claims documents to ...
Supply useful information which has not been requested
Cross reference files with similar claims/problems
Index important letters
Follow procedures to collect data together
Know claims department procedures
Record data
Complete record cards, files, claims documents, account documents
Transform data from one format to another
Extract detail from record cards/ files to complete claims/accounts documents
1 Identify and collect relevant data
... information not available ...nal sources
3 Have available appropriate tools and materials
4 Use appropriate tools, materials and technology correctly and safely
...erform ...obs
...nd out whether colleagues require help
...ardless of age, sex, ethnic or cultural background
6 Share relevant work information with others

In this way Work Learning Guides were used to check and illustrate coverage of OTF 1 learning objectives. To enable trainees to see the learning opportunities in their work experience activities and to see how the learning objectives they attained fitted on overall pattern of competence under the key purpose of information processing, two key instruments were used. These were:

i the work book;

ii the off-the-job training sessions at which the week's activities were discussed against a background of the OTF 1 Work Learning Guide.

A Workbook for Trainees

The trainee work book was prepared using the learning objectives from the Work Learning Guide and from the World Outside Employment Learning Guides. Its introductory page is as shown:

1. WELCOME TO STEWART WRIGHTSON AND IN PARTICULAR OUR YOUTH TRAINING SCHEME.

2. THIS COMPANY IS A FIRM OF INTERNATIONAL INSURANCE BROKERS, SO YOU WILL INEVITABLY LEARN SOMETHING ABOUT INSURANCE WHILE YOU ARE WITH US.

3. AS YOU KNOW, WE MAKE NO GUARANTEES ABOUT EMPLOYMENT WITH THE COMPANY AND TO FIT YOURSELF FOR EMPLOYMENT ELSEWHERE YOU WILL NEED TO LEARN OR DEVELOP THOSE SKILLS REQUIRED IN ANY OFFICE.

4. YOU WILL ALSO NEED SKILLS FOR LIFE OUTSIDE THE OFFICE - TO HELP YOU FIND EMPLOYMENT IN THE FUTURE AND TO MAKE USE OF THE TIME WHEN YOU ARE NOT WORKING.

5. THIS BOOK HAS BEEN DESIGNED TO HELP YOU BECOME AWARE OF THOSE SKILLS AND WILL HELP YOU TO PUT YOUR TIME WITH US TO GOOD USE.

6. ON THE NEXT PAGE IS A "WORK LEARNING GUIDE". THIS SETS OUT WHAT YOU NEED TO BE ABLE TO DO (WE CALL THEM "LEARNING OBJECTIVES"OR LO) TO ACHIEVE THE KEY PURPOSE OF OFFICE WORK, THAT IS:-

INFORMATION PROCESSING

7. DURING YOUR STAY WITH US YOU WILL BE GIVEN THE OPPORTUNITY OF TRYING SEVERAL JOBS, IN ONE OR MORE DEPARTMENTS.

8. TO ENSURE THAT YOUR PARTICULAR WORK ASSIGNMENTS AND OFF-JOB TRAINING GIVE YOU THE OPPORTUNITY TO HAVE A GO AT ALL THE LEARNING OBJECTIVES, THE GUIDE HAS BEEN BROKEN DOWN INTO SECTIONS.

9. EACH SECTION SHOWS WHAT YOU NEED TO BE ABLE TO DO IN ORDER TO DO THE OTHER JOBS LISTED.

10. A SEPARATE PAGE FOLLOWS FOR EACH LEARNING OBJECTIVE AND THERE IS SPACE LEFT FOR YOU TO ENTER THAT PART OF YOUR TRAINING (ON OR OFF-JOB) WHICH PROVIDES THE NECESSARY EXPERIENCE.

11. YOUR TUTOR AND SUPERVISOR WILL HELP YOU WITH THIS AND WILL SET THE STANDARDS BY WHICH YOUR PROGRESS WILL BE MEASURED.

12. NEXT YOU WILL COME TO MORE "LEARNING GUIDES". THESE ARE SIMILAR BUT SET OUT WHAT YOU NEED TO BE ABLE TO DO TO PLAY YOUR PART AS A CITIZEN AND HOW TO GO ABOUT GETTING A JOB.

13. YOU WILL HAVE A CHANCE TO ACHIEVE THESE LEARNING OBJECTIVES DURING OFF-JOB TRAINING. EACH LEARNING OBJECTIVE PAGE HAS A SPACE FOR YOU TO ENTER A SUMMARY OF WHAT YOU HAVE FOUND OUT, AND IMPORTANT POINTS YOU WISH TO KEEP A RECORD OF.

14. WORK THROUGH THE THREE GUIDES - THE SIMPLER TASKS ARE AT THE FRONT OF EACH ONE - AND MAKE SURE YOU GET THE OPPORTUNITY TO COVER ALL THE LEARNING OBJECTIVES.

15. REMEMBER A YEAR IS NOT A VERY LONG TIME SO DO NOT WASTE THIS OPPORTUNITY.

AND GOOD LUCK.

NOTE - FOR TUTORS AND SUPERVISORS.
THE VALIDATION BOXES (MARKED CHECK) ARE TO BE INITIALLED BY YOU AS TRAINEE ACHIEVES THE LEARNING OBJECTIVES.

The purposes of the work book include:

i recording information to be transferred to the YTS certificate;

ii enabling trainees to take more part in the processes of assessment, review and counselling;

iii helping the trainees to be aware of the overall plan of their activity according to the Work Learning Guide in order to gain full benefit from the individual learning objectives and transfer learning objectives;

iv identifying gaps (with respect to the learning objectives in the Work Learning Guide) in the training programme of any individual trainee;

v identifying weaknesses in the performance of any trainee with respect to the Learning Objectives in the Work Learning Guide.

The work book was introduced without changing the overall content of the YTS programme. Using their work book as a guide trainees were expected to relate the activities they encountered to the appropriate Learning Objective/Transfer Learning Objectives. In this way they were to see that each Learning Objective/Transfer Learning Objective related to several work activities. The idea was to retain the existing work experience and off-the-job training which was felt by the company to be successful but to look at the programme and trainees' performance through 'Training for Skill Ownership eyes'.

Use of Off-the-job Training Sessions

After the work book had been devised the trainees were given instruction in group off-the-job sessions on the meaning of skill ownership and were shown how this is defined in the User's Guide. (This occurred after the trainees had completed their induction and had been on the scheme for about six weeks.) The Work Learning Guide (which is included in the workbook) was described and discussed in order to show the relation between each Learning Objective and the others through the entailment structure.

Each week the trainees' entries in their workbooks are discussed, with the tutor. In the early stages trainees were encouraged in group training sessions to draw up a list of all their activities. These were then related to their workbook entries, and the tutor and trainees offered criticism, additional ideas or just confirmation of the entries made by each trainee. In relation to the entailment structure, trainees are encouraged to think of the Learning Objectives on the basis of 'I must be able to do this in order to do this' and vice versa. But the Learning Objectives were not tackled in any particular sequence. The Work Learning Guide was discussed as a whole with the object of having the trainees allocate their many activities into the Work

Learning Guide Learning Objectives and thus become aware of the learning objectives covered implicitly by those activities. Initial indications are that some trainees appear to be handling the skill ownership concepts much better than others.

Role of Supervisors

All the supervisors involved in YTS training in Stewart Wrightson during SODP have had previous experience as supervisors of junior staff. They would have been, and are still, responsible for the regular on-the-job training and personal development of employees under their control. The supervisors are introduced to the concepts of Training for Skill Ownership during assessment and counselling sessions with trainees.

The supervisors are well acquainted with the broad principles of YTS. It will be important to see if they perceive any need to modify the kinds of training traditionally given to trainees in order to meet the demands of skill ownership. It is also a concern of Stewart Wrightson that supervisors should remain primarily supervisors of work experience rather than become more consciously trainers in their own right.

Because the scheme included non-employed trainees, the supervisors tended, from the very first intake, to assess and counsel trainees in a way appropriate to the needs of finding employment of various kinds, though predominantly in OTF 1 jobs.

Variety in Trainees' Placements

A recommendation in Training for Skill Ownership which has been significant in YTS scheme design is the suggestion that trainees should experience at least three job placements. The SODP trainees were placed in clerical support or junior clerical/technical positions, providing ample opportunity for achieving all the Learning Objectives in the Work Learning Guide - though not all Learning Objectives are achievable in every one of the individual placements.

There is no set time limit for trainee moves to new locations/placements within the company. This is discussed at assessment and counselling sessions, and moves are made subject to the best interest of the trainee and the availability of placements. Tutors, trainees and supervisors are involved in these discussions. On occasions, there is pressure to allow a trainee to stay longer than usual in a department because supervisors are reluctant to lose a good trainee. Trainees too believe that their chances of getting a job are to do with staying where they are. Sometimes organisational problems have made it difficult to arrange for a suitable move at short notice. Movement to a new location may be delayed, then, if further, useful learning within the current location can be identified. This tends to demand a change of tasks, a change of supervisor or a change of responsibilities, each of which may introduce unfamiliarity, extend the range of Learning Objectives covered or

add variety to the ways in which the Learning Objectives are being met.

Basic clerical skills and business related subjects are included in the off-the-job training to assist the process of preparing trainees for transition to a new location by building up their confidence and knowledge. Further, the regular discussion of entries in the work books against Learning Objectives from the work learning guide is intended to enhance ability to transfer.

Conclusions

On trainees' awareness of transfer learning - as opposed to the specifics of change of placement - it is felt that three elements of the scheme make a contribution:

i instruction in how systematically to approach a problem and how to handle the setting of aims, criteria, planning and review in group working. This was centred on a number of group problem solving situations in off-the-job training;

ii project work in which trainees were expected to approach their subject in a systematic way. the projects involved finding out information of various sorts and presenting it in a required form;

iii Trainees' responsibility for analysing their daily activities and working out for themselves how these help them to achieve transfer. It should be said that the idea of transfer in a general way was not something that the trainees found difficult to grasp. Many of them came to the scheme recognising that they would have to find employment with another organisation. They accepted the notion of transfer in the sense that they 'knew' that they would be able to carry out clerical tasks in other kinds of organisation given appropriate introduction to the work.

When it comes to the assessment of skill ownership, the work book has allowed for the inclusion of the assessment approach in the Training for Skill Ownership User's Guide at levels 3, 3a and 2. The usefulness has yet to be tested, but as activities are entered in the work book by trainees, individual assessments will be carried out and supervisors and tutors will enter the standards which apply and the standards achieved by the trainee.

One adaptation has been made. Instead of using the terms 'reproduce', 'deploy' and 'redeploy', the assessment includes:

TRAINEE HAS SHOWN)	1	[IDENTICAL SITUATIONS]
THAT HE/SHE CAN)	2	[SIMILAR SITUATION]
USE THIS SKILL IN)	3	[DIFFERENT SITUATIONS]

When the first assessment and counselling sessions using the new workbooks are carried out, the acceptability of the workbook for obtaining information from tutors and supervisors will be

demonstrated. Until then it is premature to comment on the role of the Training for Skill Ownership User's Guide assessment format or the problems of its implementation.

The work on SODP within Stewart Wrightson has been that of bringing concepts from Training for Skill Ownership and adding them to an existing programme. It is only during the later stages of the project that the results of this process will be fully apparent, but the project leader sees some benefits over and above those of the scheme before SODP started:

i trainee awareness of the benefits of specific tasks and the transfer learning obtainable from doing these tasks;

ii trainees' better understanding of their tasks resulting from working through projects and problems designed to enhance transfer learning;

iii the enhancement of discussions arising during assessment and counselling based on the trainees' entries in the workbook;

iv the project leader's own development resulting from close involvement in a project dealing in depth with processes of learnings.

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SKILL OWNERSHIP DEMONSTRATION PROJECT

CASE STUDY ON IMPLEMENTATION OF TRAINING FOR SKILL OWNERSHIP IN METCON, GRANGEMOUTH

PREPARED BY TOM MCLELLAN, PROJECT LEADER,

BASED ON WORK CARRIED OUT BY NOVEMBER 1984

APRIL 1985

METCON Grangemouth and YTS

METCON is the composite name for a group of employers' associations with 700 member firms in the metal trades industry throughout the United Kingdom. Services provided relate to trade affairs, labour relations and training. METCON Training employs over 100 people nationally providing services to member companies 'in-house' and through four major training centres at Basildon, Dudley, Grangemouth and Paisley. The training centres situated at Basildon and Grangemouth have been approved, by the Engineering Industry Training Board, over many years for the training of craft, technician, operator and clerical skills and are recognised by the Manpower Services Commission for the purposes of YTS and other special measures activities. Nationally, METCON Training are managing agents for a number of Youth Training Schemes taking up 1,200 places. Basildon runs a 200 place Mode A scheme and Grangemouth runs a 330 place Mode A scheme.

Trainees and sponsor companies involved with YTS at Grangemouth are drawn from a large geographical area in central Scotland. Currently METCON Training at Grangemouth are working with 225 sponsor companies of varying size but mainly at the smaller end of the scale. Training is provided in foundries, light engineering, general manufacturing (metal, wood, plastic, aluminium) and in repairs and servicing.

The YTS programme is open to all eligible young people. No qualifications are required and no interviews or tests are conducted prior to joining the scheme. Group pre-induction takes place to allow potential trainees to decide whether to join. Training programmes operate in Occupational Training Families (OTFs) 1,3,4 and 6.

The scheme structure includes pre-induction; 4 weeks induction, training 'tasters' in a number of occupational areas and initial assessment; blocks of off-job training in occupationally based and job related skills, computer literacy and information technology, and learning opportunities in the world outside employment; 36 weeks training and work experience in employers' premises; and one week for final assessment and YTS certification. Whereas in 1983/4 all the off-job training was based on skill exercises, a significant change towards project based training is taking place in 1984/5.

YTS co-ordinators arrange for suitable trainees to be placed with Sponsor companies after reference to assessments and discussion with training instructors. The relationship between METCON and sponsor companies is not one of control. METCON relies on developing goodwill, co-operation and information exchange.

First and subsequent placements for work training and experience are determined by taking into account a trainee's interests and abilities, and the proximity of available Sponsor companies.

Involvement in the Skill Ownership Demonstration Project

METCON's involvement in this project dates from January 1984 and the secondment of a member of staff to the post of Project Leader. His first priority was to become familiar with the Training for Skill Ownership Report and the supporting User's Guide. Concurrently with this he had to develop a plan of action which would meet the principle objective of the project which was to identify and explore issues of implementation of Training for Skill Ownership.

As a first step the Project Leader produced an overview of Training for Skill Ownership for the training centre staff and YTS co-ordinators. This consisted of an explanation of the project and a synopsis of Training for Skill Ownership and the User's Guides. A working party (the Project Leader, Training Centre Manager, a YTS Co-ordinator and an instructor) was formed to consider the design of the off-job training for the SODP designated trainees and how trainees, instructional staff and co-ordinators would be trained in Skill Ownership. In addition to this the working party was asked to consider the involvement of Sponsor companies and their supervisors, and what METCON's approach to them would consist of. The working party did not find it easy to identify the way forward. Much of this was attributed to the difficulty they experienced in interpreting the User's Guides.

During the initial stages of planning the implementation of Training for Skill Ownership much formal and informal discussion on the project, both in groups and individually had taken place between the project leader and the staff at the training centre. There was much apprehension about what would happen, and particularly about the anticipated response from industry even though the project was still at the planning stage, and had not identified a detailed way forward.

The project leader came to the conclusion that whilst the talking could go on for evermore it would be best to do something practical, even though a formal plan had not been developed. It was decided to let the plan evolve as the project progressed.

Fifty trainees were transferred from the 1983/4 scheme and designated SODP trainees. It was further agreed that the project would concentrate primarily on Occupational Training Family (OTF) 6 with some subsidiary development work in OTF 4.

The SODP trainees were not specially selected. Fifty trainees were transferred from the main YTS programme. All of these trainees had commenced their YTS training over December, 1983 and January, 1984, having left school in December 1983 (the Christmas school leaving date in Scotland).

Trainee induction to Skill Ownership Scheme

A series of three day 'Introduction to Skill Ownership' courses were run at the training centre for the SODP designated trainees. These took place during the early stages of the SODP project but after all trainees had been given the schemes planned YTS induction, an appreciation of a broad range of basic skills, and after the majority had has some work experience. The objectives set out for each course were:

i to provide the Project Leader with further opportunities to consider skill ownership and to see if the ideas could be communicated to trainees;

ii to develop the SODP designated training instructors' (three in total) understanding of skill ownership and its presentation to trainees;

iii to introduce trainees to the concept of skill ownership and check their understanding.

Each course was, in effect, a synopsis of the Training for Skill Ownership manual, and each course relied substantially on project work to reinforce the concepts.

The courses concentrated on teaching about:

- Skill ownership
- Occupational Training Families (OTFs)
- Work Learning Guides (WLGs)
- Learning Objectives (LOs)
- Reproduce skills, deploy skills and re-deploy skills
- transfer learning - find out what you need to know in order to be able to perform effectively in unfamiliar circumstances
- core areas of number, communications, problem solving and practical skills

This was followed by project work which required groups of trainees to investigate the processes of planning, costing and implementing the production of a manufactured item. The emphasis was placed on the requirement to find out appropriate information to enable the project to be completed satisfactorily.

The trainees were then asked to relate the project work to the Work Learning Guide (OTF 6), the Self Employment Learning Guide, core areas and 'find out' skills. The trainees reported that they were able to understand the Work Learning Guide, that the boxes were related in an entailment structure and contained learning

objectives. They also responded well to the encouragement to develop 'find out' skills. The instructors believed that these young people with work experience were better able to recognise the potential to transfer skills from one job to another, and exhibited increased motivation and maturity towards the project brief and the skills used in planning and executing activity.

Each course had a visiting employer whose brief was to talk on 'My company and what I expect from my employees'. The trainees then visited the employer's premises to help relate to what the employer had been talking about. The contact with an employer was aimed at illustrating the need for employees to develop new skills and adapt existing skills to help an organisation to develop. It also highlighted the role an employee has in 'contributing to the efficient running of the organisation'.

Each introductory course was concluded with a written report from trainees on the activities and the answers to set questions relating to Training for Skill Ownership.

Trainees' experience prior to induction in Training for Skill Ownership varied. Some had work experience, others had not. It was noticeable that those with work experience appeared to respond better to the induction and the idea of SODP itself.

Response from the Sponsor Companies

Concurrent with trainee induction, a number of sponsor companies were approached with a view to seeking their support in testing Skill Ownership in a practical way in the working environment. Each company was given a comprehensive explanation of the project, the Work Learning Guides, Learning Objectives, Transfer Learning Objectives and assessment. Each was shown the User's Guide. While general interest was expressed and the training method thought comprehensible, all sponsors took the view that they did not have the resources to allocate to the project.

Off-job Training

A number of trainees were retained in the training centre following induction into TSO. The training programme included project work which was designed to develop and reinforce skill ownership concepts. The projects included the repair and restoration of a Flymo grass cutting machine, and the repair of an electric motor. In each instance the trainees were required to work as a member of a team, plan the project work, and seek out guidance and information when necessary. Trainees were encouraged to relate their experience to skills of 'finding out', the YTS core areas of number, communication, problem solving and practical skills, and the learning objectives from the Working Learning Guide for OTF 4. The instructors reported that the level of interest and motivation appeared to be higher than expected from trainees participating in a more traditional training programme. Trainees in their written reports, were able to relate aspects of the project work to a number of the learning

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objectives in the Work Learning Guide for Installation, Maintenance and Repair.

Arrangements were made for trainees with Sponsor companies to attend the training centre. One aim was to analyse the training they were receiving with the Sponsor and compare this with the learning objectives on the Work Learning Guide. The intention was to obtain information which would enable METCON to go back to employers to discuss with them training geared specifically to learning objectives, and to plan opportunities for trainees which would cover all the objectives. A second aim was to see if trainees themselves were relating their practical training to the Work Learning Guide. Unfortunately this exercise proved unsuccessful in as much as trainees were unable to define and express their jobs in Work Learning Guide terminology. No trainee claimed that the Work Learning Guide was of any value in helping understanding of the job.

Further Development with Sponsor Companies

A further group of sponsor companies was approached. This time the emphasis was placed on the Work Learning Guide (OTF 6) and the learning objectives. Again a lack of willingness to be involved was evident. Employers expressed concern that detailed attention to training using the Work Learning Guide learning objectives would divert resources from production. This contact with employers highlighted the difficulty experienced in relating the terminology of the Work Learning guide to trainees' jobs (and vice versa). One example is that employers were scornful of the implication that trainees had to be 'trained' to fulfil the learning objective 'Follow instruction accurately'.

It became evident that the level of involvement sought from sponsor companies was not forthcoming. This may be because the methods and tools for implementation were seen to be inaccessible by employers, or because they felt that the specific demands being made on their organisations were too great. By this time, and quite unconsciously in the beginning, the project leader was changing the emphasis from development involving sponsors to development concentrating on the off-job activity in the training centre.

This shift of focus to training centre activity represents a move from the proposed method of implementation detailed in the User's Guide for job-based YTS to the method proposed for training centre-based YTS.

One last attempt was made, however, to develop the involvement of companies. A structured Log Book was devised in the hope that this would enable METCON and the sponsor company to enter work experience against each of the Learning Objectives of the Work Learning Guide.

The Learning Objectives for OTF 6 were grouped into nine modules, each running through the Work Learning Guide. The Log

Book gave the supervisor in each of three placements space t record activity under the Learning Objectives, and indicate the time taken for a trainee to reach the company's own standard in that activity.

It was anticipated that that Log Book would be acceptable to trainees and sponsor companies and that it would:

1 Contain the basic training programme for each placement.

2 Define the elements of training which link to learning and transfer learning objectives.

3 Compare, at a glance, different training placements.

4 Identify the time taken to reach company standards in the first and subsequent placements.

5 Record the degree to which competencies are transferred across placements and, at the same time, lead to more information on skill transfer, eg time saved when reaching standard on the same competency in different placements.

6 Make it possible to identify which learning objectives are not covered by the Work Learning Guide.

7 Identify which learning objectives are not covered in a placement.

8 Give information in how accurately learning objectives are described.

9 Provide information in the proposed modules which were to link learning objectives in the Work Learning Guide for training purposes.

Considerable problems arose when attempts were made to implement the log book in-company. Again it was found that the supervisors in company were finding it difficult to relate the job to Work Learning Guide technology. It is suggested that if the basic thinking behind the structured log book is correct then more time for develpment is required to enable this to be of practical use for on-the-job supervisors.

Final Stage of Off-the-Job Project

It was decided to bring all SODP designated trainees back to the Training Centre for project work linked to training for Skill Ownership. From a number of projects considered, two were chosen as being potentially suitable for covering most, if not all of the Learning Objectives in Work Learning guide No 6. These projects were:

1 Bedroom furniture for Residential Training Centre;

2 Book display unit and Wendy House for handicapped children's school.

Project 1 has been completed with one group of SODP trainees, the remainder undertaking project 2 at the time of writing.

The objectives set for each project were:

1 Assess progress of SODP designated trainees nearing completion of their YTS year.

2 Further develop Skill Ownership awareness in these trainees.

3 Assess how competently trainees are able to use 'Find Out' and core skills.

4 Assess whether trainees have and can apply the range of competencies in the Learning Objectives of Work Learning Guide No 6.

5 Assess skill transfer as appropriate within the project.

The brief given to trainees on project 1 was:

'After approval of you designs and costs - purchase materials and manufacture bedroom furniture for two bedrooms at METCON's residential training centre at Bridge of Weir'. The project set constraints on time and budget.'

The brief was given to trainees on project 2 was similar:

'Find out how best you can use your skills to be of assistance to the handicapped children at Torwood School - after approval of your designs and costs - purchase materials and manufacture'.

As previously stated it was hoped to cover the majority if not all Learning Objectives. Transfer learning modules were not devised as such but it was expected that these could be drawn out as a result of project design. The method of assessment was not prominent amongst the factors which determined the project design.

Staff and trainees were aware that a significant aim of the project was to look at Skill Transfer.

The trainees were extremely enthusiastic with this method of training. They showed an extremely high degree of interest and commitment. The project has aided and added to the awareness of Skill Ownership in trainees. It has helped trainees develop competencies not prominent in work experience and it has enabled trainees to develop further in an unfamiliar context, those competencies they have gained in work experience.

Using the 'Core Skills in YTS' reference list an analysis of the tasks in the trainees' last placement illustrated the way in which the Training Centre based project can cover a greater range of skills and at a greater depth.

It became evident that trainees, towards the end of the project, were able to drawn together all of their experience of work based activity and centre based projects, and relate this to the Work Learning Guide. The Work Learning Guide became seen as representing a real job.

The first of the two final stage projects completed, the following observations were made by instructors in the project report:

1 Trainees began to realise that they did own skills to communicate and find out the project requirements;

2 It became apparent to the trainees that they did own skills such as organising, planning for production targets, communicating to ensure production was being met and many other Core Skills.

3 The project illustrated that the trainees could now relate the Work Learning Guide (OTF 6) to a real working situation.

4 From the project, trainees appreciated that to contribute totally to the making of a product they had to be competent over the range of Learning Objectives described in the Work Learning Guide, which they could only understand in theory before the project started.

5 The quality of the product and the enthusiasm shown by trainees was noted by Training Centre instructors.

6 Trainees began to realise that they owned skills, learned either with sponsors or during the Off-the-Job training and were simply transferring them.

7 Trainees understood more clearly the meaning of skill deployment:

Reproduce in an identical situation
- Training Centre or Company

Deploy: in a job they were familiar with
- Training Centre or Company

Redeploy: in an unfamiliar job in an unfamiliar situation
- Off-the-job project

8 Instructors believed that the SODP designated trainees were more mature, with a greater awareness of industrial working gained from their periods with sponsor companies.

9 Trainees involved in this project have shown that they can:

a perform effectively in a real job;

b find out in order to perform effectively in an unfamiliar job;

c redeploy competence to perform effectively in unfamiliar circumstances in a job in the same Occupational Training Family.

('Skill Ownership' as defined in the Introduction to the User's Guide)

Responses to Implementation of Training for Skill Ownership

Training Centre instructors experienced difficulty in understanding the method and proposed tools for implementation in Training for Skill Ownership and the User's Guide. Despite this, comments made by training instructors indicate that they found the User's Guide of some value:

i "The User's Guide by itself is difficult if not impossible to understand."

ii "The terminology used in the Guide complicates rather than simplifies the subject."

iii "Detailed explanation and discussions helped me to understand the concept, although much of the content in the Guide is open to interpretation. An abridged version or working document for everyday use would have been more helpful."

Much of the early effort was aimed at obtaining understanding and support from Sponsor organisations.

METCON approached employers with an explanation of training for skill ownership. The employers expressed sympathy with METCON's explanation of Training for Skill Ownership, but were cautious about the possible implications of this form of training for their company. The User's guide was shown to a number of Sponsors. The general response was to indicate that this Guide would be of little use to them.

The project experienced the most evident success with Training for Skill Ownership in the training centre based activity, using work experience to relate (retrospectively) to skill ownership and skill transfer. This concurs with the training centre-based model for Implementing Skill Ownership described in the User's Guide (Section 3), and evolved from the initial attempts to implement the Skill Ownership Scheme in the job-based model. There are resource implications to developing Training for Skill Ownership through project work during off-job training.

Forward Plan to Completion of SODP Project

The project plans to develop the implementation of the Skill Ownership Scheme include:

i Completion of the 'final stage off-the-job project' (number 2) with the remaining SODP designated trainees.

ii Evaluate the projects against the stated objectives: assessing progress of trainees' competencies, find out skills, core skills, competencies in Learning Objectives of Work Learning Guide No 6 and Skill transfer (see section 4.9).

iii From existing assessment material accumulated during the year, together with assessment of the trainees demonstrated competencies in the projects, an attempt will be made to implement the User's Guide Assessment format, in particular the Performance Descriptors at Level 3 assessment.

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SKILL OWNERSHIP DEMONSTRATION PROJECT

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PREPARED BY JOHN ROBINSON, PROJECT LEADER,

BASED ON WORK CARRIED OUT BY NOVEMBER 1984

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In the Basildon area METCON has some 200 Sponsor companies involved in a wide range of business enterprise. Those companies with trainees involved in the Skill Ownership Demonstration Project (SODP) are involved in general engineering and manufacture. METCON are satisfied that there is good will and co-operation between managing agents and sponsor, developed through discussion and negotiation. In some instances participating companies are members of METCON.

The Basildon Training centre has its origins in the provision of engineering craft and technician training for both young people and adults. Centre staff were originally recruited to provide such training which is still required although on a reduced scale. More recently appointed staff have been recruited with YTS specifically in mind.

In Basildon the 200 place YTS is a Mode A scheme. It depends on the sponsorship of a large number of small local companies for the provision of on job training. Those used for the purposes of the Skill Ownership Demonstration Project (SODP) are involved in general engineering and manufacture.

The relationship with these companies depends wholly on the good will which exists. The lack of direct control and diverse individual nature of each work placement very much shaped the project setting limits and providing opportunities in style and delivery.

While recruitment is open to the full ability range, it was seen that the trainee intake was weighted towards the low ability range, based on aptitude test comparisons with past intakes of craft and technician courses. Recruitment was effected through the careers service. Induction to the scheme includes training tasks relating to jobs in OTFs Administrative Clerical and Office Services (OTF1), Installation, Maintenance and Repair (OTF 4), and Manufacture and Assembly (OTF 6). This is accompanied by

general preparation for entry into the first work placement. Centre based staff responsible for off-the-job training, and field staff responsible for work based training programmes monitor trainee progress using the trainee's log book and records of review. Trainees, almost all of whom are unemployed, frequently view the acquisition of almost any job as of overriding importance.

Project Development

The SODP project was set up for a period of one year starting in January 1984. Fifty trainees were to be taken from the 1983/4 YTS scheme and their training developed in line with Training for Skill Ownership.

The project leader experienced initial uncertainty in interpreting Training for Skill Ownership and the associated User's Guides, but planned and ran a series of staff training sessions. These were designed to prepare staff for participation in SODP and give an opportunity to test the problems of understanding and communicating Training for Skill Ownership. It was hoped that this would provide some guidance on how trainees might view Training for Skill Ownership ideas. A common staff reaction was "Where do I find the time to learn and deliver all this?!" During this preparation period a general plan of training was developed which was a modification of a programme originally devised for SODP as part of the METCON proposal to MSC.

Trainees from the main programme were designated for SODP, 15 in OTF 4 and 35 in OTF 6. METCON selected trainees who were with companies judged willing to participate in the project, and who were fairly recent entrants to the YTS. A neat sample did not emerge. A trainee's progress between work placements often disrupted the categorisation by OTF, trainee movement between companies extended the number of Sponsors involved and a number of young people from the Easter 1984 intake onwards were subsequently added. This created a very large total of companies to be dealt with for the purposes of SODP. The designation of SODP trainees at different stages of the project provided the opportunity to modify and develop the implementation of Training for Skill Ownership.

Trainee Induction to Training for Skill Ownership

The induction of existing YTS trainees to SODP took place at the training centre. The trainees were told about the project, Training for Skill Ownership, Work Learning Guides and Learning Objectives. Trainees were then given a group task which involved relating their experience in work placements to the Work Learning Guide. Some trainees responded well and were able to list their work activities against learning objectives on the right hand side of the Work Learning Guide. Other trainees found this task difficult. When asked for written comments on this training session a number of trainees expressed negative views, many

associated with training in general, and the form of off-the-job activity in particular. Trainees' feelings appeared to be strongly influenced by their desire to get a job; everything that happened was judged against this.

The response of trainees to the induction exercise caused the trainers to question the success of the methods used to introduce them to Training for Skill Ownership and the Work Learning Guides. This was extended to questioning the ability of the trainees and also the trainers own abilities to use the work learning guides and learning objectives in training sessions.

Staff confidence improved in the later inductions. This was partially attributed to the improved 'standard' of trainee. As a result of the difficulties experienced, there was a review of staff training needs associated with implementing Training for Skill Ownership. The following were identified for further development and staff training:

- a better understanding and use of the work learning guide and learning objectives.
- skills for working with low achievers, problem trainees and poor motivation.
- a trainee centred approach.
- training methods appropriate to personal development and the learning objectives in the World Outside Employment Learning Guides.
- methods of assessing and monitoring on-the-job training.

Arrangements were made in-house and through the Accredited Training Centres to meet some of these needs.

Work Learning Guides

The Work Learning Guides were used during the initial explanation of Training for Skill Ownership given by the project leader to training centre staff, in discussions between staff and trainees, in discussions with sponsor companies and in the preparation of job descriptions for work experience placements.

Working with staff and trainees in the initial stages of the project the project leader used the Work Learning Guides to illustrate how training activity during the year contributed to achieving competence in the learning objectives on the Work Learning Guide. The Work Learning Guides were used to provide a main theme and structure to the year. Trainees were encouraged to relate their experience, using the Work Learning Guide, to the key purpose of the OTF. During the induction, those trainees with work experience had found the Work Learning Guide much more meaningful, then those entering this aspect of the training directly from school without benefit of work experience.

The project leader used the Work Learning Guide as part of an introduction to Training for Skill Ownership with Sponsor companies. The response of these companies to Training for Skill Ownership and the Work Learning Guides was encouraging. The project leader produced job descriptions for work experience placements based on the Work Learning Guide. In some instances this proved relatively straightforward, but in others the placement provided no experience relevant to some of the Learning Objectives, or even experience which was relevant to Learning Objectives from other OTFs.

The preparation of job descriptions for the SODP designated trainees, 15 in OTF 4 and 35 in OTF 6, highlighted the problem of using the Work Learning Guide as a framework for many of the work experience placements. Aware of the possible implications for the structure of the Work Learning Guide, and the assessment format in Training for Skill Ownership, staff felt constrained to use Learning Objectives from one Work Learning Guide only, attempting to fit the job description to the Work Learning Guide.

At a later stage in the project, the preparation of job descriptions was made a trainee centred activity. This was done for only a short time and was aimed at helping trainees to understand the entailment structure of the Work Learning Guide, and the learning objectives to be achieved in a particular placement. Some trainees found this task difficult, particularly when it was apparent that the work experience did not concur with the Work Learning Guide, or involved learning objectives from more than one OTF Work Learning Guide.

Job descriptions were prepared using the YTS Core Skills. This was done in an attempt to produce a simpler outcome than that based on the Learning Objective in the Work Learning Guide. There was no success, however, in fitting the job descriptions into the Training for Skill Ownership assessment formats.

Transfer Learning Modules

At a later stage in the project a number of Transfer Learning Modules were prepared, some for use during work experience, others for use during the off-the-job training. The Transfer Learning Modules were developed for use during work experience where there was judged to be scope to undertake the activities with the company's co-operation.

Company approaches to training, varying from the attitude which discouraged independence of learning to one of assistance and encouragement, affected the opportunities to implement Transfer Learning Modules and the Training for Skill Ownership generally. This constraint did not apply to the use of Transfer Learning Modules in the training centre during the off-the-job training.

Transfer Learning Modules were at first planned for use when trainees moved work experience placements. It was thought that this would provide an opportunity to highlight the skills that were being transferred. However, it was found necessary to take account of a range of factors to determine the readiness of the trainee for a move as well as the opportunity in a placement to undertake a Transfer Learning Module.

Trainees were asked to identify the differences and similarities between the two job placements, and prepare new draft job descriptions. Subsequent Transfer Learning Modules were developed for use at other stages in the programme. Their use during off-the-job training provided the advantage that staff could assist trainees and exert control over the activity. The language of Learning Objectives, Transfer Learning Objectives and Transfer Learning Modules did prove to be a barrier to understanding for some trainees.

The Transfer Learning Modules prepared seemed to be of more use when a trainee had job placement experience, and when it had been possible to move a trainee into 'different' circumstances, that is a change of job placement either within or between companies.

Implementing Training for Skill Ownership in Work Experience

Sponsors were approached with a view to gaining their co-operation in introducing ideas from Training for Skill Ownership in the workplace. They were first shown the work learning guide selected as being appropriate. The response to the Work Learning Guide depended upon how well it was seen to correspond to the work experience placement, but overall there were few objections, and the Work Learning Guides were generally commented on as an interesting way of describing job competence. It was explained to the sponsor companies that skill ownership implied that trainees should be encouraged to learn to "find out what s/he needs to know in order to be able to perform effectively in an unfamiliar job ...". Supervisors perceived an advantage of including this as part of the training in contrast to taking on the full responsibility for providing continual instruction.

The project sought to develop in Sponsor companies an awareness and sympathy with YTS/Training for Skill Ownership objectives, and their practical implications. The managing agents field staff were responsible for organising guidance, assistance and assessment on an outreach basis. Work experience supervisor were responsible for providing appropriate work/learning opportunity and the minimum support consistent with safety, initial instruction requirements and the Training for Skill Ownership objective of promoting "find out skills". Supervisors also monitored completion of log book entries. It was judged by the project leader that this was the appropriate level at which to involve work experience supervisors.

The explanation of Training for Skill Ownership, and the implications for a company and supervisor, was given in a wide

range of circumstances. The constraints experienced by the project leader were mainly associated with the demands of communicating new information to busy management. Several sort meetings in quick succession proved to be the most successful method.

In general the companies appeared to understand the approach to implementing Training for Skill Ownership described. There were however, instances of a company's attitude to supervision and training, encouraging dependence on the supervisor and insisting on gradual long term development, being antipathetic to the stress that was put on a trainee's responsibility for the learning process.

It was the intention to implement the Training for Skill Ownership recommendation that trainees should have three different job placements during the course of the year. There was some resistance to this from trainees and Sponsor companies, and not all trainees experienced three placements. The number of small companies involved meant that in most cases a change of job placement required a change of company. When movement between job placements was determined by METCON the decision was informed by an assessment of a trainee's progress. the movement between work experience placements resulted in a number of trainees gong to companies who had not originally been approached about SODP.

Where trainees have been transferred within a company, they were not able to benefit from the opportunity to work with different people in the context of a new company. When a move of work experience placement in accordance with Training for Skill Ownership involved a change of company there was a surprising degree of apparent trainee development involving skill acquisition and transfer together with an increase in self esteem and confidence.

There were few problems with our implementation of Training for Skill Ownership in the work place when:

i the work experience placement was suitable for the trainee;

ii the work experience made a contribution to training in the chosen OTF;

iii the supervisor, after basic instruction, was prepared to allow a trainee to progress under his own initiative and encourage him to find information for him/herself;

iv where METCON were able to give support and guidance, and prepare acceptable job descriptions, training programmes and Transfer Learning Modules.

<u>World Outside Employment Learning Guides</u>

METCON Basildon YTS training sessions include learning opportunities for the World Outside Employment. Many of the

Training for Skill Ownership Learning Guide objectives for the World Outside Employment were dealt with in this part of the YTS programme. No modification was made for the SODP designated trainees to extend their training to cover the full range of the Learning Guide objectives because:

i the balance of the overall programme limited the time to develop these learning opportunities further

ii resource constraints prevented the development of residential training

iii it was found difficult to plan an opportunity to develop competence in some of the learning guides, for example 'Personal Survival' and 'Pursuit of Leisure Activities'.

The Assessment Process

A workable assessment procedure based on the Training for Skill Ownership level 3 format required the development of a suitable system of recording and analysing daily activities. These developments have included use of log sheets, on which daily activities were analysed and cross referenced against core skills and Job Description contact. A record of frequency of Core Skills practiced was also maintained on a daily basis.

In implementing Training for Skill Ownership, assessment was felt to be one of the more obscure areas, in terms of what information should be collected and how, and to what purpose it should be put. In the initial development work, assessment was to comprise:

- Initial assessment to a designed format
- Use of the CGLI profile as a means of checking progress in the Core Skills areas
- Assessment of Work Learning Guide competencies in line with the format provided in Training for Skill Ownership.

Where is little guidance on implementation of the assessment process in Training for Skill Ownership. It was decided that Core Skills and Work Learning Guide assessment information would be collected on and off the job. The MSC's log sheet and assessment/review forms YTS 69 AND YTS 70 were used, but found inappropriate. New formats were designed for the log sheet and for recording trainee assignments.

Initial assessment involved interviewing trainees. This proved time consuming and subjective, providing little useable information. A self assessment form was subsequently devised and used, with staff providing assistance. The outcome of tasters in the Training Centre, use of the Training for Skill Ownership Computer programme 'Choice', and an interview with staff provides

sufficiently accurate information to arrive at decisions on work placement/OTF selection, and any special learning needs. Taster assessments were later reduced in scope as it was an unnecessarily accurate process of assessment.

The drawing up of profiles of Core Skills against daily activity and job descriptions was developed as a way of generating awareness of the transferability of skills in a non-job specific terminology. However, the primacy of assessment relating to the Work Learning Guide and the learning objectives and outcomes has been maintained.

Reflections on the implementation process

The efforts to implement Training for Skill Ownership in YTS influenced the whole approach to training. The approach became more one of trainee centred learning and there was a change of training emphasis from tasks to job competency.

The use of OTFs and the appropriate Work Learning Guide produced difficulties with some work experienced placements. Placements can sometimes be more conveniently analysed using sections from other work learning guides. Trainers felt constrained to force fit a work experience placement to learning objectives in a single work learning guide. The project leader was aware that using learning objectives from more than one Work Learning Guide could cause difficulties for the Training for Skill Ownership assessment format.

Future development activities

The project is developing:

i the job descriptions based on the work learning guide to highlight the presence of Core skills, and provide a vocabulary for the discussion of skill transfer;

ii different ways of developing Transfer Learning Modules from the Transfer Learning Objectives;

iii training programmes for the newly established pattern of day release for the off the job training element which would reinforce training for skill ownership through a closer contact with trainees in their work experience;

iv methods of using the formative assessment to produce the Training for Skill Ownership summative assessment for the YTS certificate in a form which could be useful for the trainees and potential employers.

Benefits

The benefits of Training for Skill Ownership are considerable and worthwhile persuing in YTS and Managing Agents should be encouraged to adopt it as a modification and development of their scheme design, see 1 above.

The benefits have been seen to be:

- Improved self-confidence and self image of trainees.
- Clearer personal learning objectives in work placement.
- Better job performance and awareness of job requirements.
- Shorter learning periods because of the effects of transfer.
- The ability to overcome learning failures through transfer to new companies of hard learned lessons - as a conscious activity.
- The improved ability to approach a wider range of job opportunities because of skill transfer and finding out skills with help build self confidence.
- Trainees who are able to find out - and generally take the initiative for their own learning tend to take the initiative in other aspects of work - developing the process skills that ensure the overall objectives are met rather than just the tasks to which they are assigned. As a result they are more impressive to supervisors/management.

SKILL OWNERSHIP DEMONSTRATION PROJECT

DRAFT

Case Study on Implementation of Training for Skill Ownership in CTF Wrexham

Prepared by Maggie McCourt, Project Leader,

Based on Work Carried out by December 1984

April 1985

Role of CTF

CTF Wrexham is a Mode B1 YTS scheme sponsored by Community Task Force (CTF), an independent non-profit making organisation which was formed in 1975 as a charitable group devoted to youth work. It is now involved in both youth and adult programmes funded by MSC. It provides YTS work experience, training and education to school leavers in the North of England, the Midlands and North Wales.

The objectives of CTF are:-

i to improve the employment prospects of young people, particularly those of low academic achievement by means of relevant training and work experience;

ii to carry out environmental improvements in urban, rural and inner-city areas;

iii to provide temporary relief for long term unemployed adults.

CTF Wrexham

The Wrexham scheme, offers modules in building and horticulture, catering and housekeeping and office practice. The on-the-job activity consists of project work or work experience placements, and periods of related off-the-job training are also provided. One of the features in Wrexham is the existence of a working canteen within the scheme. Trainees run this as a part of the on-the-job element.

Focus on planning of intervention

At the time that this case study was written, SODP had been running at CTF Wrexham for only three months. What follows, therefore, is a description of the initial approaches which the project leader used in the planning of her intervention into an existing scheme, together with reference to the influence of earlier approaches by CTF to the use of Training for Skill Ownership.

The planning strategy involved working first on the off-the-job provision where there was taken to be the greater scope for influence and then moving out into the work experience and other areas of the overall programme.

Desire by CTF to take up Training for Skill Ownership

Staff at CTF Head Office had already taken an interest in Training for Skill Ownership and its concepts were felt to be important for the YTS schemes. This was one of the reasons for involvement in SODP, but at the same time it introduced a complicating factor into the development work at Wrexham.

CTF and Training for Skill Ownership

CTF'S existing assessment system, based on a log book, was felt to be in need of revision. Work developing on core skills was seen as important to incorporate into the assessment system. Evidence on trainee centred reviewing prompted a shift in the assessment system further toward this. The Skill Ownership Demonstration Project itself created a case for the inclusion of skill ownership features in assessment.

The assessment system had been developed and introduced through the log book before SODP began at Wrexham. In the initial stages of the project, therefore, there was an implicit acceptance of the idea of transferability of skills, but some resentment at the time-consuming nature of an assessment procedure which bore no relation to the training programme in its format or language.

For example, the new system makes repeated use of the terms 'reproduce', 'deploy' and 'redeploy' in classifying degrees of skill attainment or ownership. The elements - learning objectives - given each OTF's work learning guide - are used to define the range of occupational skills in each OTF. But no reference is made in the centrally designed log book to the particular programme which trainees were following in their own YTS scheme. Nor was there space to tailor the assessment to the elements of such a programme.

Nevertheless, in attempting to implement the new system when it was introduced, staff used the jargon of 'deploy', redeploy', 'transferable skills' and so on. Even when they did not understand the concepts on which the learning objectives and degrees of skill ownership were based, they continued to use the terminology and complete the assessment as best they could.

Discussions were dominated by debate about the meaning of terms such as 'deploy' and 'redeploy'. The issue became one of what were inherently 'transferable skills' and not one of Training for Skill Ownership as an approach to facilitating transfer of skills.

THE TRAINEES' RESPONSE

Trainees, however, reported little difficulty in completing the assessments or in relating what they were doing in the scheme to the terminology of the assessment. There were fewer objections to the introduction of a new vocabulary than among the training staff.

In addition, there was no indication that supervisors and instructors were any less committed to the scheme and the trainees because of the nature of the new log book and assessment system. For the SODP project leader the crucial issue was one of moving from a generalised acceptance of transferability and skill ownership within the scheme to a fuller understanding of the Training for Skill Ownership approach.

E2

SODP WORK IN CATERING

The specific area in which Training for Skill Ownership is being first implemented is in catering and housekeeping. Within this the catering work (treated through OTF 8 - food preparation and service) is being given priority.

The intended allocation of trainees' time in the catering and housekeeping module is as follows:

Induction	2 weeks	
Off-job training		
- catering	4 weeks	
- housekeeping	4 weeks	
- craft & sewing	4 weeks	
world of work)		THIS IS AN ALLOCATION
world outside work)	2 weeks	OF TIME, NOT A SEQUENCE
computers)		OF TRAINING
Further education		
Residential	1 week	
On-job planned		
work experience projects		
- running canteen	5 weeks	
- house keeping	4 weeks	
- luncheon club	2 weeks	
placements		
- housekeeping	10 weeks	
- catering	10 weeks	

Decision to deal with Off-the-job Programme

At the time the implementation process was being planned, the catering instructor had been in post for six weeks, was keen to try new ideas and was actively seeking help in developing programme content within the Wrexham unit. Because of the availability of the canteen for work experience projects, the unit was providing more than just off-the-job training on the site. It was therefore decided to first design a programme covering the off-job training in catering and the work experience projects in the daily running of the canteen and the one day a week pensioners' luncheon club.

A limitation of the Wrexham set-up - and a main concern for the catering instructor - is the non-availability of the canteen or any other kitchen and its appliances for off-the-job training. The canteen has to be run each day for other trainees in the scheme to eat during breaks and lunch time.

E3

Despite work experience projects and off-the-job training being under the same roof, the throughput of trainees is not smooth flowing and predictable. Individual trainees do not necessarily follow strictly the order and/or timing of each element of their YTS year. Where there is a problem in finding a placement for a trainee, he/she will be kept longer in the canteen. Similarly, if there is a problem with a trainee while on 10 week placement, he/she may be brought back into the scheme to the canteen before returning the the outside placement.

It was agreed within the scheme that the newly designed programme would be run by the catering instructor with one group of trainees. Later work would integrate the house keeping programme elements into the overall design of the catering and housekeeping module.

DEVELOPMENT OF OFF-THE-JOB PROGRAMME IN CONJUNCTION WITH INSTRUCTOR

The project leader worked in the canteen with the instructor and trainees for three days, to see at first hand the working of existing training and possible constraints. Training in catering was continuing, and two effective types of contact evolved:

i Negotiated time which was subject to change, generally spent in the canteen itself working together on the programme. This tended to take place once or twice a week.

ii Informal daily contact over tea breaks, lunch time and when the instructor was free for a short time.

In this way it was possible for the project leader to work sufficiently one to one with the instructor to work through development of the programme taking the Work Learning Guide for OTF 8 as the focus.

Contact was made at the same time in a number of catering work experience placements. The outcome from this is described below.

USE OF WORK LEARNING GUIDES IN PROGRAMME DESIGN

Apart from their use by CTF head office in drawing up the new assessment systems and the log book, Work Learning Guides had not been used in the Wrexham Scheme for any purpose. The OTF 8 Work Learning Guide now came to be used as follows:

i Designing a training programme for the catering module.
ii Planning work experience within a placement.
iii Writing a placement 'job description'.
iv Developing trainee awareness.

In the process of designing the training programme, the catering instructor and the project leader reviewed (from the instructor's knowledge of catering and his ideas of training needs in the area) possible content of on- and off-the-job training. This was

then related to the Work Learning Guide and the learning objectives for OTF 8 in order to express the training programme in terms consistent with Training for Skill Ownership. Senior staff were consulted and the programme was finally agreed between the project leader and instructor.

The programme was structured around the learning objectives in the Work Learning Guide which are stated to be of limited 'transfer value' for young people. For each Learning Objective the appropriate training content was identified and modes of training were allocated. The table below is part of the resulting programme specification.

LEARNING OBJECTIVE	CONTENT OF TRAINING	NATURE OF TRAINING
7. Have available and use appropriate materials, utensils and equipment safely	Use of hidden utensils including - Scales Thermometer Knives Boiler Oven Boiling table Mixer Grill Fryers Dishwasher Storage of equipment Safe use of tools and equipment to slice, dice, chop, shred and peel	Off-the-job training On-the-job training Placements
8. Schedule sequence of preparation and cooking	Menu planning Timing Stock control Bin cards	Off-the-job training On-the-job training Placements
9. Assemble and/or cook food to required quality standard and schedule in preparation stage	Methods of cooking:- Basic soups and sauces Vegetables Meat Dairy products Patisserie including skills to whisk, stir, blend, beat and ladle	Off-the-job training Project in canteen luncheon club On-the-job training Placements
10. Serve with portion control in preparation stage	Serving from canteen and different environments	On-the-job training Projects Placements Transfer learning module e.g. Children's portions
11. Present food to acceptable appearance	Appearance and presentation of dishes at various stages Use of garnishes Importance of colour and appearance and smell	Off-the-job training On-the-job training Placements
12. Test whether quality is acceptable and rectify, if necessary	Practice under supervision Deciding when appropriate degree of cooking has been obtained by - appearance texture taste	On-the-job training Placements Transfer learning module

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Some of the off-the-job training materials were designed jointly by the instructor, project leader and trainees engaged on the catering and housekeeping module.

TREATMENT OF 'HIGH TRANSFER' VALUE OBJECTIVES

Learning objectives in the Work Learning Guide for which high 'transfer value' is claimed were treated in a different way. They were used to enrich the training programme, through the use of projects covering the content of the OTF 8 'high transfer' learning objectives which are largely to do with 'customer contact and services' and 'relationships at work/working in an organisation'. This was done in order to ensure that trainees acquired at least these elements of competence which have high currency.

IDENTIFICATION OF DIFFERENT TYPES OF LEARNING OBJECTIVE

A perception of the learning objectives in the OTF 8 Work Learning Guide reinforced this different treatment. There were seen to be the following kinds of Learning Objective:

i Those which described an activity which could be learned and easily recognised as having been learned. For example, 'Assemble and/or cook food to required quality standard and schedule'.

ii Those which indicated a general response to working conditions. For example, 'work under pressure'.

iii Those in which the nature of the activity is not stated but which can be taken as an indicator of competence. For example, 'Perform others' jobs' or 'Maintain relationship'.

It was considered that, in OTF 8, the numbered Learning Objectives (requiring Transfer Learning Objectives) were of the first kind and could be directly tackled in both on- and off-the-job training. The Learning Objectives labelled 'T' (for high transfer value) were of kind ii or iii and were best acquired through a variety of experience in project work (in the new training programme) and other work experience.

JOB DESCRIPTION FOR CATERING ASSISTANT

Once the content of the training programme was written, a job description for a placement as a Catering Assistant was drawn up. Containing the same terminology as in the programme, the job description specifies each task, or activity and the standard of performance required of each trainee while on placement. It was felt that performance standards are a key new feature for many YTS schemes, and that job descriptions are a means of communicating them in a manner consistent with the analysis underlying Training for Skill Ownership.

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The Training for Skill Ownership User's Guides contain an example job description for a Sales Office Assistant, described as being in OTF 1. This example was not helpful in writing the Catering Assistant job description, and some difficulty was experienced in distinguishing between the activities and standards it contained. The influences on the job description produced were rather more the training programme devised using the OTF 8 Work Learning Guide and the prior experience of the catering instructor, the project leader and the Wrexham scheme's Senior Placements Officer who has close contact with local employers.

The job description was then introduced to three local providers of work experience placements - two catering supervisors and a hotel manager. The overall aim was to see how job descriptions can be used to link outside work experience to the Wrexham unit's own on- and off-the-job provision and to see if they help employers to deliver Training for Skill Ownership.

If the process of revision and redefinition with the three employers is successful, then it will be adopted for refining all trainees' job descriptions.

EMPLOYER AND TRAINEE POSITIVE RESPONSES

The employers' reactions were positive, expressing a fuller understanding of the aims of the training now that they had the job description:

'I see what you're trying to do - make it all clearer by spelling it out.'

'That is important to us; relationships with customers; if they're not polite, we get a lot of problems'.

The employers' reactions suggested that the Work Learning Guide and the job description helped them feel part of an overall programme of training , discouraging a view of trainees as 'just an extra pair of hands'. The first two trainees who were briefed made equally positive but differing responses. The first trainee's initial reaction was that she might be required to 'do something' with the job description - a piece of paper given to her by an adult. The other trainee appeared to grasp the idea much more quickly. She spontaneously offered the statement "Oh, I see, when the supervisor is out of the room or something, I can look at this to see what I should be doing and how I should be doing it."

FUTURE WORK

Future work within the Wrexham project will include review and evaluation of the first stages of the implementation process, and development and implementation of more of the Training for Skill Ownership policy instruments, principally Transfer Learning Modules, World Outside Employment and Assessment. Assessment often seems to be the last issue to be tackled, but in the case of CTF new developments on assessment will be competing with the recently introduced log book and will be more acceptable if they can be seen as part of a coherent process, including the Training for Skill Ownership derived training.

In addition to the application of the policy instruments to catering, the other element in the SODP trainees programme - housekeeping - will be tackled through the YTS unit based activity and through work experience in placements.

DRAFT

CASE STUDIES FROM THE SKILL OWNERSHIP DEMONSTRATION PROJECT

COMMENTARY

Derived from case studies written in the Metcon Basildon, Metcon Grangemouth, Stewart Wrightson and CTF Wrexham projects.

What the commentary is about

Two main types of observation have emerged in the case studies. The first is to do with how the SODP project leaders and the schemes in which they worked responded to the challenge of implementing Training for Skill Ownership (TSO). The processes which have been used have drawn on traditions of training, on individual and collective expertise and on the fundamental capacity to adapt and innovate.

Many of the responses could not be counted as unique to the implementation of TSO. They demonstrate the various ways in which trainers and organisations will tend to respond to external innovations. This has lessons for the training organisations themselves, and not just with regard to YTS but in relation to the whole of the New Training Initiative. It has important lessons too for MSC, and should inform the perceptions of MSC staff about what they can expect when they offer guidance to managing agents.

It should be remembered, however, that implementation and adaptation are not the same as internal innovation. Taking up someone else's ideas is not the same as generating your own. Responding to outside innovation involves different processes of choice, critical review, selling to others and, overall, an attitude of benevolent scepticism.

The second set of observations is to do more specifically with the interpretation of TSO as expressed by the activity of the individual projects. The concepts, policy instruments, forms of guidance and presentation of TSO and the User's Guides are much more than a simple set of instructions. The work of the project leaders in having a go at putting TSO into practice has caused them to draw on the skills they had previously gained in training and other work with young people. They have had to view TSO not as dispassionate observers but as trainers with existing perceptions of trainees and the processes of learning. No apology is made for this. TSO in practice has to be informed in this way. There is nothing at the start of the User's Guides which says "Previous experience not required". Of course, the project leaders skills and perceptions have changed because of their involvement in the work, but we can

learn a good deal about TSO from informed reaction to it.

In particular, readers may find in the case studies evidence of the capacity of the TSO approach to help solve their training problems. One word of caution, however. It is in the nature of TSO that it does not merely seek to solve the day to day problems of training that most people might acknowledge. In looking at the way in which competence relates to the wider employing organisation and its purposes, TSO seeks to deal with issues which are less often recognised. The case studies do not attempt to evaluate the likely success of TSO in doing that, nor do they even suggest whether or not that particular struggle is worthwhile.

The value of drawing the case studies together through the commentary is twofold. It eases (I hope, ed.) the problem for the reader of identifying commonality and difference across the four stories which have been told. It also gives the reader the benefit of the discussion and argument in which the project leaders (the case study writers) and the editors engaged. If some of what is put forward then seems unnecessarily pedantic, then I would ask readers to remember the guiding thought of Neville Cardus when reviewing concerts featuring well worn classics: that even at such concerts, someone is hearing the work for the first time.

Scheme background and training traditions

Three of the project leaders already worked within the organisations involved, and had moreover been responsible for running at least a major part of the YTS operation. The exception was the project leader for CTF Wrexham who was recruited for the SODP exercise and who therefore had, in addition, to be inducted into the organisation.

In all cases, there was a tradition of training within the organisation. Three of the organisations existed specifically for training purposes. The two Metcons were founded (sic) in engineering craft and technician training, CTF was created to carry out training for unemployed adults and young people. By the time they became involved in SODP, however, all the organisations had moved beyond their earlier training boundaries into the running of YTS.

The practice of training over a period of time comes through in the ways in which TSO was tackled. The following sections, in part, illustrate this with regard to the initial and overall approaches followed.

Understanding Training for Skill Ownership

TSO and the User's Guides which were derived from the original document carried something of a reputation. They were variously regarded as too long, too complex, too

difficult. Some of the project leaders felt the same way about the documents, and, whether they were right in doing so or not, anticipated a similar reaction in other people.

Nevertheless, one approach dominated the initial stages of each project - that of understanding preceding action, at least in the case of other scheme staff. Most of the project leaders attempted to engage other staff who would be involved in the delivery of SODP related training in study and discussion of TSO prior to organising further activity. The responses to this attempt to achieve understanding varied, and in some cases it was felt appropriate to take TSO forward with the trainees despite not yet having a fully shared understanding (or even the whiff of one).

There were differences in the approach to work experience providers adopted by the two Metcons and CTP. All three recognised a need to give some kind of explanation of what TSO and SODP were about, but they differed in the style of this exercise. On the one hand TSO itself was explained. On the other the Work Learning Guides or derived job descriptions were used to illustrate the capacity of TSO to analyse work placements or show what their contribution might be to the overall training programme.

There are different styles to be recognised in this as in the whole operation of the projects - one approach dominated by processes of staff development, another in which a great deal of interpretation goes into the production of instruments which intervene between the document (TSO) and the person who is being asked to do something. A mixture of these styles may be what is usually adopted.

The question arises here, however, of the costs of staff development. How much can schemes afford to take up training developments if the staff training costs appear to be high? Can the process of implementation be made part of the routine of running a training scheme, and thereby be reduced in cost?

The supervisor's role

The projects had to deal with supervisors in different ways. In the case of Stewart Wrightson they were on the premises. At CTP some were staff of the scheme, while others were remote, as with the Metcons, on other employers' sites. Project leaders' responses varied - from a very deliberate decision that supervisors did not need to understand all the ins and outs of TSO, through working with them for purposes of assessing trainees, to recognising that it would not be possible to work with the workplace supervisors at all.

There is, underlying this, the issue of the supervisor's role in YTS. Does the supervisory function include training of staff when necessary? In discussing the training needs of

supervisors who have responsibility for YTS, are we talking about the need for better supervisory training or a need to change the role? How should the training aspect of the supervisor's role differ from that of the specialist trainer?

Off-the-job training

It may be argued that one of the advances which has been made through the advent of YTS is some understanding of what can be achieved through work based learning. This involves structuring learning in the workplace, providing appropriate learning opportunities and on-the-job training and providing relevant off-the-job learning opportunities. Training for Skill Ownership recognises and emphasises the role of the workplace in learning. Up until now such recognition has, perhaps, tended to be implicit at best, and has taken second place to formal education or to training organised in an education-like manner.

For many trainers, however, there is an insecurity or uncertainty about the learning in the workplace which forms part of this work based learning concept. There is a lack of control over just what is learned, to what 'standard' it is learned, the time it all takes and so on. The desire for control is not a phenomenon which occurs only in the case of TSO, but where it disallows recognition of learning in the workplace it works against the delivery of skill ownership.

In SODP considerable weight was given to the off-the-job component. Where difficulty was encountered in using the workplace in any planned way at all there was a complete reversion to dealing with learning entirely through workshop/lecture room/project based activities.

With all the project leaders, however, there was an attempt to ensure that trainees in their off-the-job training planned for or reflected on their activities and learning in the workplace. Indeed, the process of reflection and of analysis of work activity (using, in particular, the Work Learning Guides) formed a very significant element of the SODP programmes.

Taking TSO head on to the trainees

Without exception the project leaders decided that the trainees who were designated to SODP should be fully aware of what it was all about, and that understanding about skills and competence as structured within TSO was an important element in the acquisition of skill ownership.

The earliest representation of this is in the provision of a special SODP induction. For some trainees this was a 're-induction' coming part way through their training. The inductions included examination and discussion of TSO ideas

and, generally, the use of the Work Learning Guides to analyse the nature of work activity. More than one project leader reports that this last process and, consequently, understanding of TSO in general, was much more effective if it followed a period of work experience for the trainees concerned.

A theme running through all the programmes was that of the perceived need for trainees to understand what skills or competences they were acquiring, to recognise opportunities for achieving the Learning Objectives of the Work Learning Guides, to record their achievement and to look for opportunities to redeploy their skills. Often it was the trainees' demonstration of 'understanding' which indicated to the project leaders that a particular approach was effective.

There was, then, a tendancy to examine the Work Learning Guides in depth, to credit understanding and to emphasise 'awareness' of skill as a pre-requisite of transfer or redeployment of that skill. This can be characterised as treating Training for Skill Ownership or just skill ownership as a 'subject'. Further, it involves an assumption or assertion that awareness of skill enhances the capability to use that skill. Perhaps in these two regards we can see the heavy influence of an approach which might be popularly described as 'educational'. The case studies, however, could not possibly answer the question of whether such an approach is the most appropriate for the three facets of work based learning described above.

In that understanding was in some ways a measure of success, it is not surprising that the issue of trainees' ability and its relationship with the achievement of that understanding was raised. There was not a consensus, however, as to whether ability was a decisive factor.

A variety of learning styles were adopted within the head-on approach to implementation, and they reflected in good measure the kind of enlightenment that has come in recent years to the relationship between trainer and trainee within what is otherwise conventional off-the-job training. Discussion, project work, recognition of the experience of the individual were brought to bear on the subjects of skill ownership and transfer. (As is discussed later the relationship between skill ownership and transfer is important in reporting project leaders' interpretation of TSO concepts.)

In a number of ways, then, project leaders drew on traditions of training in order to deal with implementation of TSO. That can sound as if dealing with TSO was all a matter of difficulties. Certainly there were difficulties as the case

studies show, but much of what the project leaders did can be seen as making the most of opportunities which SODP created.

TSO and scheme design

It is often said of new developments - and those in training are no exception - that it has been done before. More specifically, "We are doing that already," or "We did that 15 years ago." There is frequently an element of truth in such statements, but also a danger that when people seem to detect existing practice in 'new' developments they ignore subtle but crucial differences.

TSO has suffered the barb of "nothing new" along with the best of them. There is also a milder form of this which relates to a perfectly rational strategy for dealing with a new approach to training.

In the case of SODP all the schemes already existed, and had the project not come along one programme design or other would have applied to the SODP trainees. In some cases this would have involved revision of previous programmes in any case. Short of designing a programme from scratch (and CTP came closest to this), it is possible to use TSO guidance in two ways. Firstly, you can adjust the scheme to fit TSO models to an appropriate degree, whatever that might be judged to be. Secondly, you can use TSO as a framework for evaluating what is going on already and simply (!) add extra elements.

The case studies show a variety of approaches to this issue.

Whatever approach was used, however, both TSO and the project itself enabled the project leaders to examine the YTS provision of their schemes in detail, within a framework provided by the Work Learning Guides in particular. In one or two cases that analysis was shared with work experience providers in such a way as to clarify for them a previously ill-defined role in relation to YTS schemes which appeared, in terms of recognised learning, to be dominated by the off-the-job training centre.

The interpretations of TSO and User's Guides

The implementation strategies demonstrated by the project leaders were not consciously opted for at the start but evolved during the early months of the project. The stategies do not necessarily constitute consistent modes of operating, perhaps because of the nature of development work. But one of the functions of the case studies within SODP itself was to give scope for reflection on what had been achieved, and the strategies can really only be appreciated retrospectively.

Within these strategies the project leaders had to decide how to deal with the various elements of TSO, in particular the various tools developed to provide a framework in which training for skill ownership could take place. Some of the tools received greater attention than others. Partly this may have been because of perceived difficulties, partly because some of the tools seemed to provide greater opportunities within the set-up each project leader had to deal with. So there is a bias in the interpretation of the set of 'policy instruments'.

The interpretation of the individual tools is also important, and it is here that the prior experience of the project leaders (and of a whole generation of trainers, perhaps) is just slightly at odds with the particular formulations of TSO. The chief example of this is in the understanding of concepts of transfer and skill ownership.

Occupational Training Families

The project leaders were constrained from exercising much judgment on the appropriateness of OTFs for work placements. Just as MSC has a tendancy to label not only placements (by related job title) but managing agents as well, so the project leaders were told in which OTFs they could carry out the project work. The process of deciding in which OTF trainees would acquire their competence was not really part of the project, except at Metcon Basildon where the 'Choice' computer program was used.

Work Learning Guides

The instrument which received widest attention was the Work Learning Guide, or rather the specific Guide or Guides for the OTF(s) with which a project leader was working. The primacy of OTFs and Work Learning Guides within TSO is for the field at large a symptom of the history of dissemination of the TSO ideas. MSC made use of OTFs. The Work Learning Guides were published in advance of the User's Guides.

But for users of TSO - for the project leaders - the Work Learning Guides represented a major analytical tool of a kind equally of use in conventional training approaches and approaches dedicated to skill ownership. Analysis of existing learning opportunities was one function to which the Work Learning Guides were put. Trainees were encouraged, even required, to examine their own competence and learning opportunities by use of the Work Learning Guides. Project leaders felt the need to translate them, fill them out, or give examples of each Learning Objective.

One might properly ask, however, how use of the Work Learning Guides differed from the use of a plain checklist. The entailment structure - the relationship between Key Purpose

and the Learning Objectives, as the elements are characterised - was less used than the set of elements (Learning Objectives) themselves. There are various ways in which Work Learning Guides can convey their particular picture of how competence is made up. They can fully show interrelationships between the elements, they can just show the set of elements or (as in the structure of TSO assessment) they allow examination of competence at various levels of breakdown. In this last the guides do not follow a strict pattern because the different strands of competence are (for reasons of expediency) not all broken down to the same level.

Change of placement

The notion that YTS trainees should have work experience in at least three placements is not exactly a policy instrument for TSO, but it has become one of its most widely applied tenets. Providing variety within training to provide a 'broad base' or to ensure coverage of a programme is not exactly novel, but providing a number of different, but structurally related, experiences as part of the process of enabling trainees to acquire ownership of their skills is a more calculated approach than many traditional ones.

The project leaders certainly used a range of placements to cover all the Work Learning Guide Learning Objectives. There was, however, a variety of responses to the process of change of placement. The notion of a 'placement' is also a pretty contentious one, as is the related notion of unfamiliarity (which occurs in TSO in respect of both jobs and situations).

Change of placement was seen as both a problem and an opportunity. Trainees needed to prepare for this disruption in their training, and to anticipate what they would face in the new situation. On the other hand, change was seen as a chance to exercise or test ownership of skills. The major off-the-job group production project at Metcon Grangemouth was seen by the project leader as a fresh situation to which trainees were expected to bring their previously acquired skills and deploy or redeploy them within a different situation to that in which they had previously been engaged in their work experience placements. (It is a moot point whether there was a change of OTP involved here, from OTP6 to OTP3.)

What is a placement, anyway? How different does a second placement within an OTP have to be to be counted as different from a first, given that key purpose needs to be the same and that there may be other requirements for coherence in the programme? Perhaps, as with the notion of unfamiliarity, there has to be a strong subjective (trainee) element in the judgment of difference. There is, as it happens, little reference to the perceptions of the individual trainee in

TSO, but they would appear to be vital to the interpretation of this particular aspect of the guidance.

Transfer learning

There is an assumption (or again, an assertion) in TSO that one can learn to transfer, and that an ability to transfer becomes an attribute of the learner. It is seen as a kind of high level or general skill that enables elemental skills to be put to use. The notion of skill ownership is in effect a schema or formula for the use of that 'meta' skill.

Within the Work Learning Guides the individual Learning Objectives are allocated a transfer value, according to their degree of usefulness in other situations, and according to whether or not they require special transfer learning approaches to form a genuine part of that battery of 'owned' skills which trainees can bring to their role.

A rationale for the allocation of transfer value is not given in TSO, and it may be this omission which gave project leaders a perceived permission to make their own judgments about transfer. Large numbers of Transfer Learning Modules were not produced. Some were, and the Metcon Grangemouth off-the-job project was designed to include Transfer Learning Module functions.

In CTF there was a particular response to high and low transfer value in the objectives. Those with high transfer value were recognised as having high 'currency' in the market and were accordingly given special attention and emphasis.

Much of the shift away from a narrow TSO interpretation, however, came in the understanding of the concept of skill ownership itself. It is of skill ownership as an idea that so many might say, "What's new?" And it is here that project leaders' previous experience and understanding merged with the TSO definition to give a different picture.

Skill ownership, transfer, finding out and all that

The definition of skill ownership in TSO is a very particular one. It includes the concept of redeploying competence in unfamiliar circumstances and that of finding out what you need to know in order to perform effectively. In the way in which skill ownership relates to transfer, awareness of the definition is crucial. Skill ownership has (not only within this project) been taken to mean 'transfer of skills' or to mean 'ability to transfer skills'. It is also to be noted, however, that it includes a kind of transfer in the form of 'redeployment'.

So it cannot be said that skill ownership is or is not the same thing as transfer. It addresses the problem of how to

deal with new or unfamiliar situations according to a different frame of reference from those used in the notion of transfer as 'saving' in a new context or in the understanding of 'transferable skills' like those of the engineering craftsman. The frame of reference is an artificial one which remains largely untested.

In these circumstances, then, it is not surprising that the project leaders have at times taken 'transfer' to stand for skill ownership, and 'understanding' to be evidence of the likelihood of transfer. As it happens there is no evidence which can gainsay either the project leaders' perceptions or the concept of skill ownership as defined.

Again, 'finding out' became the representation of transfer learning. Encouraging trainees to find out anything seemed to be endorsed by TSO. And so participative learning, projects, discussion were drawn into the net as though they were part of the TSO approach rather than, rightly used, just plain good practice.

In the interpretation then of TSO and its elements, the further they moved from the structuring provided by the choice of OTP and the appropriate Work Learning Guide the more the project leaders felt the need to use their existing understanding of the nature of skill, transfer and associated learning processes.

Assessment

Always the last (in this case along with the World Outside Employment and the associated Learning Guides). Assessment of the pattern of competence described in TSO is technically difficult. The implications for assessment of the four outcomes in the YTS framework are also considerable. At the time of writing the case studies, the project leaders were moving towards systems of assessment which reflected TSO without necessarily accepting the exact model offered.

The TSO assessment model appeared in fact to be a method of recording assessment. Assessment itself is a matter of observations, comparisons, discussion and checking as well as just recording. Some clue to the issues involved is given in the case of Stewart Wrightson where there is a clear distinction between identifying the scale of measurement and ascertaining the location of a trainee's achievement on that scale. If both of those processes remain bound up in a supervisor's head, or a trainer's, or if they remain the secret property of a managing agent, the function of standards and assessment as a means of communicating trainees' achievement would be a little hard to satisfy.

World Outside Employment

The discussions on the World Outside Employment instruments are not documented in the case studies. They did concern the degree to which the goals were being achieved in the development of the occupational competences. This is not a new debate within YTS.

Conclusion

The case studies were written at a point in time when the project leaders had not finished their work. They deliberately concentrate on the implementation process and on the ways of dealing with TSO that were entailed. Case studies are rather better at raising issues than answering questions. But the one question these particular case studiesdo answer is that it is possible to have a go at using TSO. The project leaders would not claim that TSO is the best approach they could imagine. But they survived the experience, and as you will have read, so did the trainees.

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